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ABSTRACT

This curriculum guide contains three sections: introduction, curriculum material, and an annotated bibliography. Introductory information provides an overview of the home furnishings merchandising area, aptitudes needed, and career opportunities; discusses potential career ladders, which are divided into entry level, middle management, and executive level positions; and describes four interdisciplinary approaches, or organizational patterns, which suggest options for the implementation of an interdisciplinary curriculum for the program areas of marketing and distribution, and home economics and related occupations. The curriculum material covers three broad areas, each consisting of from eleven to seventeen mini-units. Titles of the three areas and sample mini-unit headings follow: General Focuses (career preparation, resume/data sheet, interviewing, human relations); Marketing (sales, operating the cash register, merchandise mathematics, shoplifting prevention, advertising, display); and Merchandise Focuses (identification of furniture styles, upholstered furnishings construction, wood finishes, design and arrangement, color coordination, window treatments). Each mini-unit includes a focus heading, behavioral objective, learning activities, and competencies to be developed. The annotated bibliography lists approximately one hundred instructional materials available (free or at cost) from federal agencies, state education agencies, businesses, publishers, and consumer agencies. (SH)

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HOME FURNISHINGS MERCHANDISING

A Suggested Interdisciplinary Guide

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ACKNOWLEDGEMENTS

One of the functions of occupational education at Illinois State University is to engage in projects which will improve the effectivenesss of secondary, post secondary, and teacher education programs in the vocational and technical areas. This guide is the culminating product of such an activity. It is designed to aid occupational teachers in the areas of marketing and distribution and home economics related occupations to implement and operate interdisciplinary programs in home furnishings merchandising. As a result of this project, another interdisciplinary guide, CLOTHING/APPAREL AND ACCESSORIES MERCHANDISING, was developed.

The project was completed by Dr. Ralph D. Wray, Department of Business Education and Administrative Services, and Ms. Margaret B. Hayden, Department of Home Economics. Acknowledgements are given to Ms. Peggy Pool, Ms. Vesta Morgan, and Mr. Lauren Housel of the Illinois Office of Education, Department of Adult, Vocational and Technical Education, for their suggestions and support. In addition, numerous educators and home furnishings merchandising practitioners from throughout Illinois expended time and effort as members of the Panel of Experts and as reactors to the guide. They have contributed much and for this we are indebted and grateful.

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ABSTRACT

This curriculum guide contains five sections entitled: Scope of Home Furnishings Merchandising, Potential Career Ladders, Interdisciplinary Approaches, Measurable Objectives and Learning Activities, and Source Materials.

The first section provides an overview of the home furnishings merchandising area, aptitudes needed, and career opportunities. The potential career ladders, contained in the second section, are divided into entry level, middle management, and executive level positions. These levels were established as the result of recommendations offered by a panel of experts consisting of educators, owners, managers, and other employees in the field of home furnishings. These individuals represent geographical areas throughout Illinois.

Interdisciplinary approaches, or organizational patterns, suggest options for the implementation of an interdisciplinary curriculum. It is believed that competencies developed in two of the broad occupational program areas are desirable and essential--Business, Marketing and Management (Marketing and Distribution) and Home Economics Related Occupations. The four approaches described include specialized one semester offerings, modular scheduling, team teachings, and alternating quarters.

The panel of experts reacted to a comprehensive list of competency statements by labeling each as essential, highly desirable, not essential, or undecided. The behavioral objectives contained in this guide are designed to elicit and measure behavior based on the validated competencies. A variety of learning activities are suggested to enable students to achieve the objectives. Finally, the competencies incorporated into the objectives and learning activities are listed.

An annotated bibliography of source materials designed for both students and teachers appears in the final section of the guide. Entries include books, pamphlets, curricular guides, films, and filmstrips.

This curriculum guide is assembled in loose leaf form to enable teachers of marketing and distribution and home economics related occupations to separate measurable objectives and learning activities into specialized teaching units. This will also enable teachers to devise preferred unit and lesson sequences and allow additional selected materials to be incorporated into the guide.

SCOPE

SCOPE OF HOME FURNISHINGS MERCHANDISING

The home furnishings industry is a multi-billion dollar industry offering a variety of diverse career opportunities in merchandising and distribution. In fact, the Standard Industrial Classification has divided the marketing of home furnishings into eight major areas:

Furniture Stores
Floor Covering Stores
Drapery, Curtain and Upholstery Stores
China, Glassware and Metalware Stores
Miscellaneous Home Furnishings Stores
Household Appliance Stores
Radio and Television Stores
Music Stores

For future decades, a high rate of capital expansion is predicted for producers of home furnishings. Increases in production are predicated on anticipated sales. Those factors underlying additional consumer demand include: (1) the population explosion of past decades, (2) a rise in home entertaining due to increasing costs of outside entertainment, and (3) a mass society which allows uniqueness only in one's home.

It is important to note that taste in home furnishings is perhaps more personal than in any other merchandising field. This may be related to the third factor listed above--a mass society which allows uniqueness only in one's home. With all the "look-a-likes" in clothes, cars, and places of employment, the one place a person can express uniqueness

is in the home. Thus, the home furnishings merchandising area provides exciting challenges for individuals wishing to assist consumers in making pleasing decisions.

The scope of the home furnishings business offers countless opportunities for alert, well-trained young people. Careers in the home furnishings merchandising field are open to both men and women. The jobs are interesting and they represent a source of great personal satisfaction. Opportunities to assist consumers in equipping and furnishing their home are appealing to many individuals. The financial rewards are good and the demand for salespeople and sales-supporting personnel continues to be high.

To meet this increasing demand, the number of secondary, post-secondary, and college graduates entering the field will need to be doubled.

For any kind of merchandising, an aptitude for people is necessary. For merchandising home furnishings, this aptitude must be highly developed. Home furnishings represent major purchases and a major decision on the part of the buyer. Successful salespeople need to be persuasive, confidence-inspiring, authoritative, and patient. Consumers are likely to do much comparative shopping and looking around.

The merchandising of home furnishings also calls for an aptitude for handling data. The salesperson must figure exactly the yardage of

floor coverings or drapery material for a given area. In addition, it is also necessary to calculate credit costs, monthly payments, and installation charges.

Another needed aptitude is the aptitude for things. Salespeople are often called on to advise customers on the correct size and placement of furniture and decorating accessories.

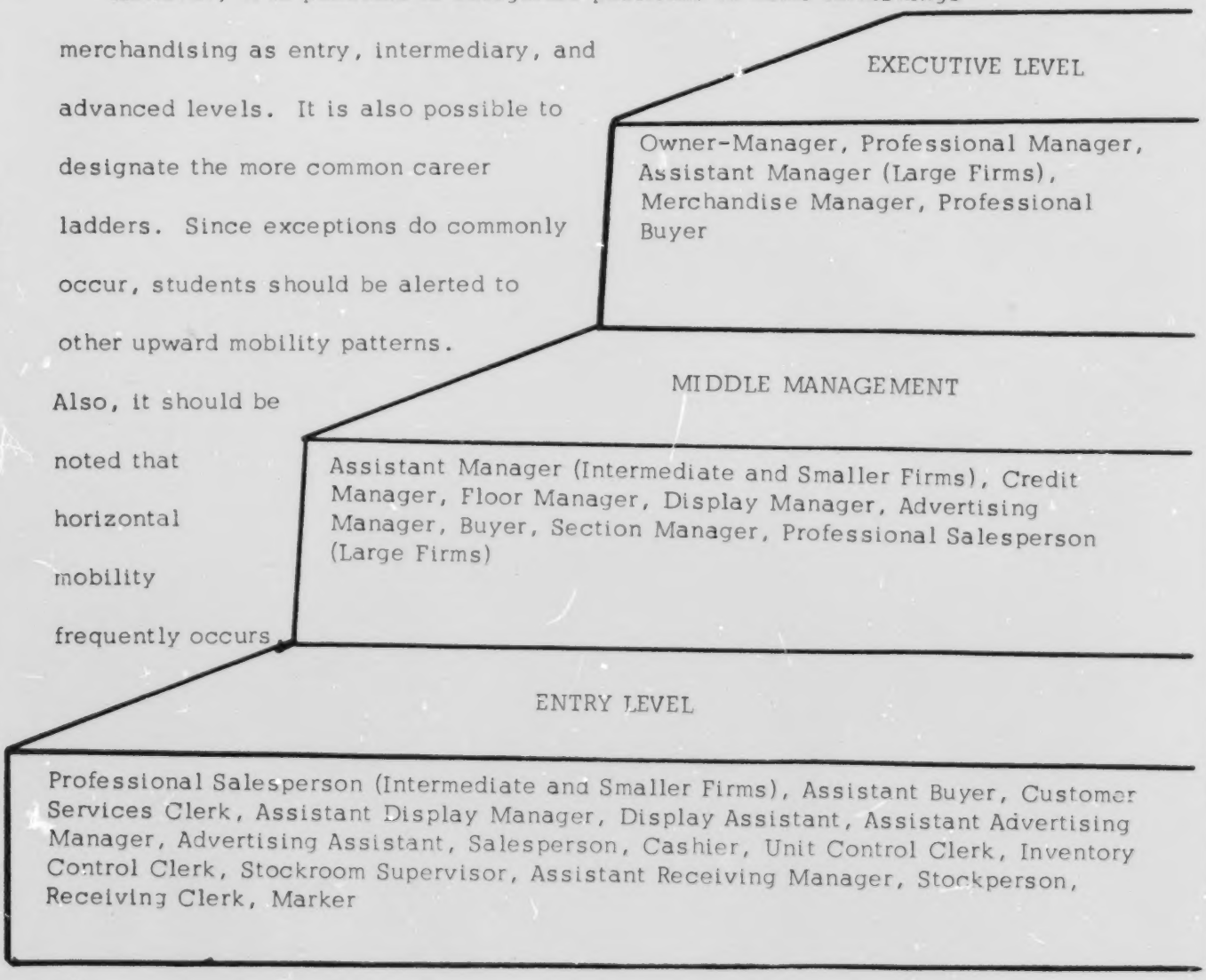
For individuals possessing desirable personal characteristics and job skills, a future in home furnishings merchandising looks promising indeed. Business firms are looking for such individuals and consider them to be potential, profitable employees.

CAREER LADDERS

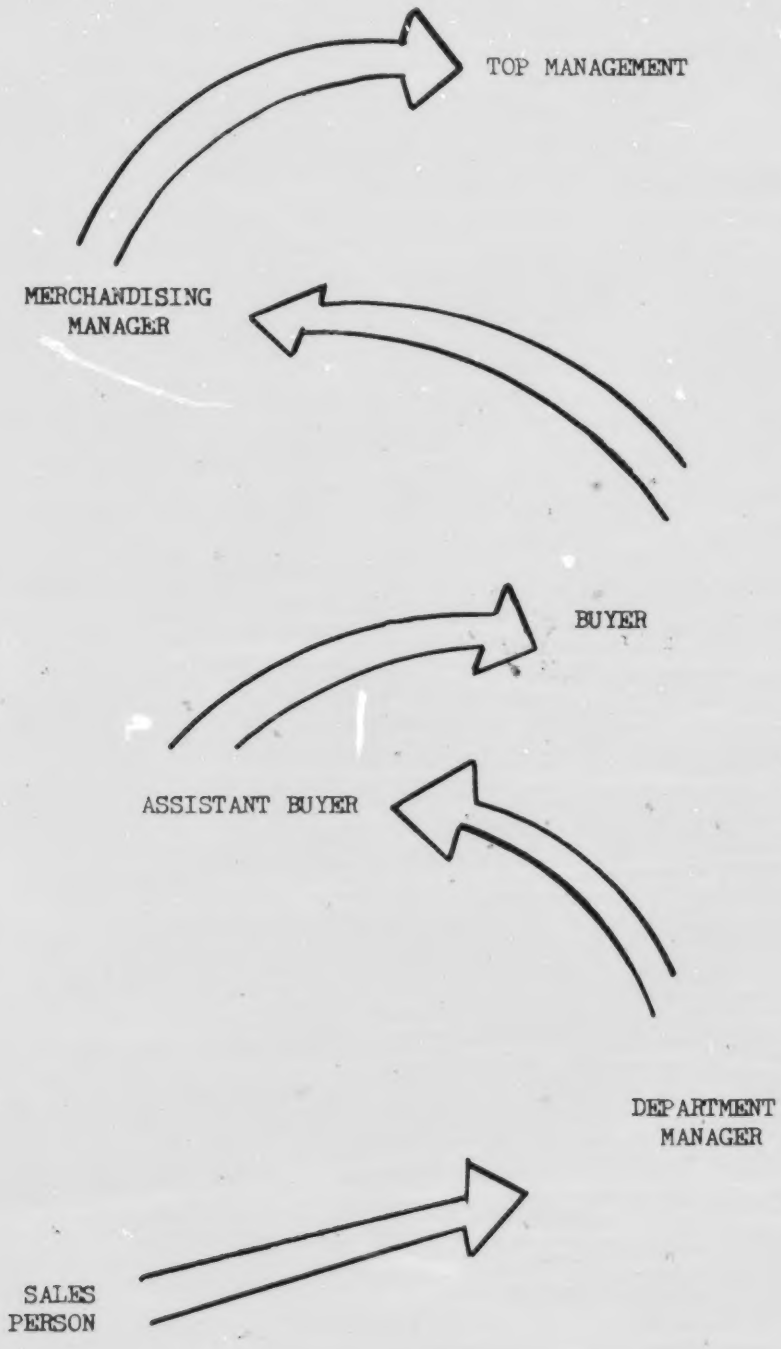
POTENTIAL CAREER LADDERS

The term "occupational choice" conveys a misleading notion of neatness and percision in time. Choice is, in fact, a process rather than an event. Likewise, clear-cut, neat pathways to advanced positions are difficult to define and subject to the exception. For example, interviews with individuals holding advanced positions in home furnishings merchandising reveal that the individuals arrived at their positions from various patnways.

However, it is possible to categorize positions in home furnishings merchandising as entry, intermediary, and advanced levels. It is also possible to designate the more common career ladders. Since exceptions do commonly occur, students should be alerted to other upward mobility patterns. Also, it should be noted that horizontal mobility frequently occurs.


EXECUTIVE LEVEL
Owner-Manager, Professional Manager, Assistant Manager (Large Firms), Merchandise Manager, Professional Buyer
MIDDLE MANAGEMENT
Assistant Manager (Intermediate and Smaller Firms), Credit Manager, Floor Manager, Display Manager, Advertising Manager, Buyer, Section Manager, Professional Salesperson (Large Firms)
ENTRY LEVEL
Professional Salesperson (Intermediate and Smaller Firms), Assistant Buyer, Customer Services Clerk, Assistant Display Manager, Display Assistant, Assistant Advertising Manager, Advertising Assistant, Salesperson, Cashier, Unit Control Clerk, Inventory Control Clerk, Stockroom Supervisor, Assistant Receiving Manager, Stockperson, Receiving Clerk, Marker

ALTERNATE CAREER LADDER



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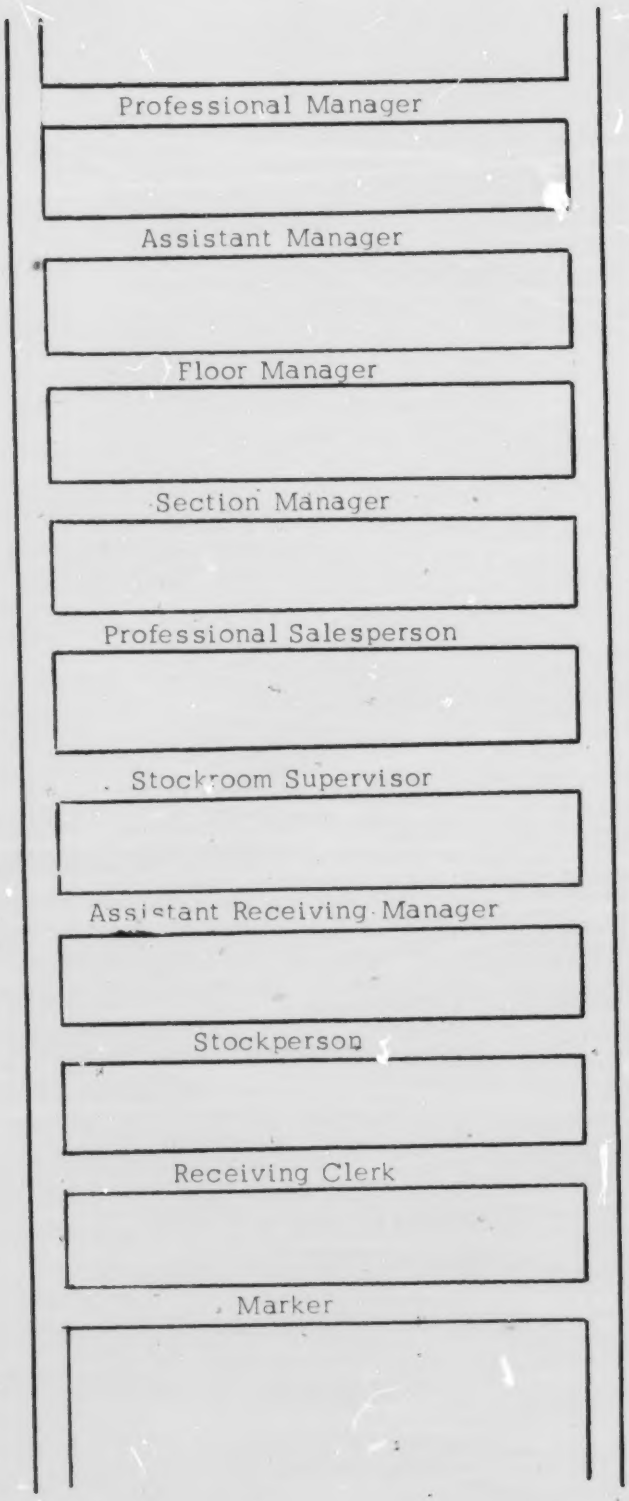

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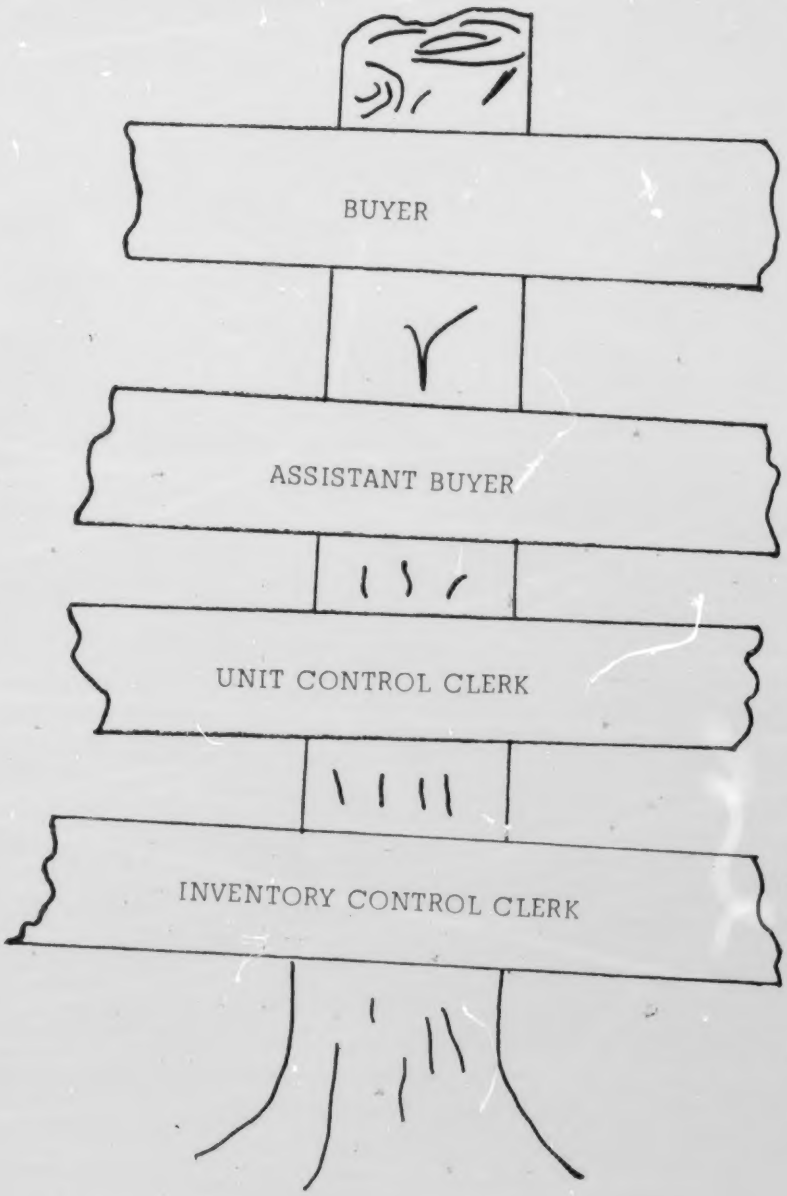

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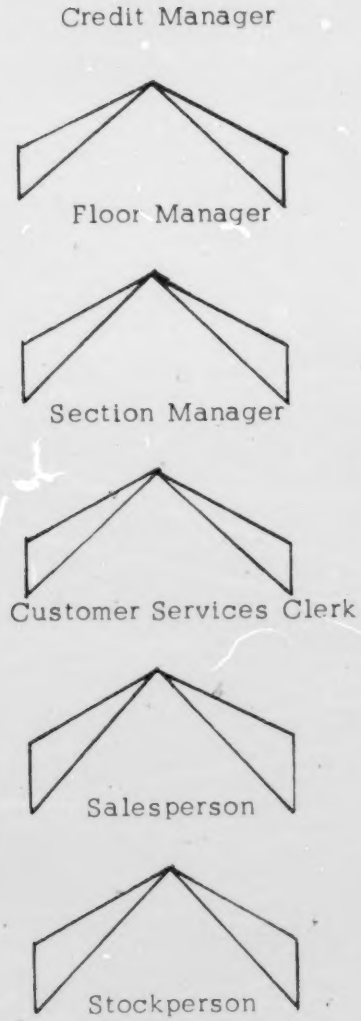

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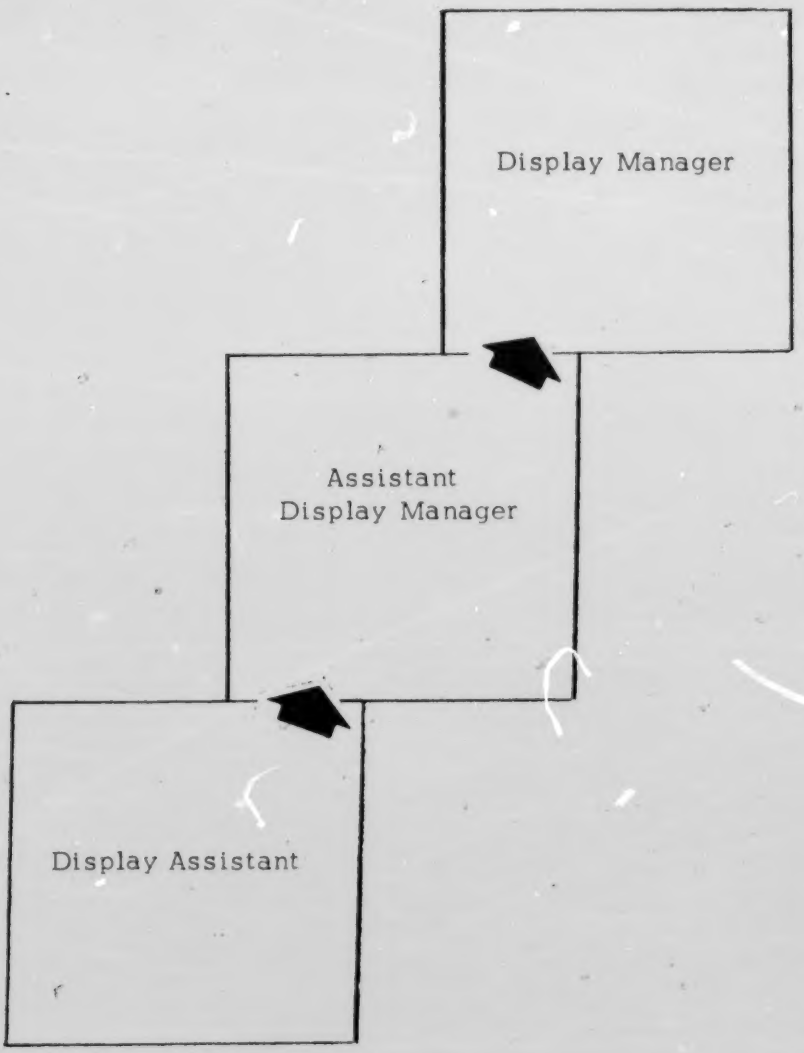


INTERDISCIPLINARY APPROACHES

THE INTERDISCIPLINARY APPROACH

(Organizational Options)

Not all schools will find it feasible to organize for an interdisciplinary curricular program in the same manner. Some variations in programs will exist due to the nature and availability of employment opportunities, size of community, and economic factors. Other variables, influencing organizational patterns, include geographical areas, size of school, facilities, and availability of qualified staff.

Nevertheless, it is believed that competencies usually developed in two of the broad occupational program areas are desirable and essential--Business, Marketing and Management (Marketing and Distribution) and Home Economics Related Occupations. Essentially, programs within schools will develop competencies needed for entry employment. The desired end product is a training program that will give maximum returns to the school system, the community, and most important--to high school students.

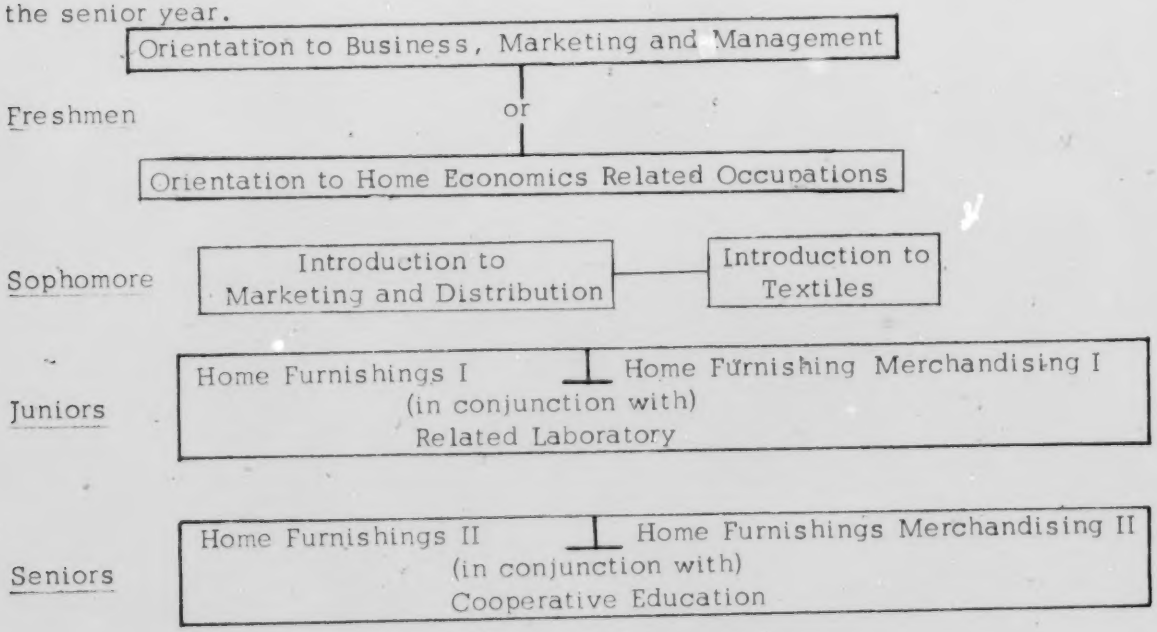
Following is a description of suggested organizational options for the implementation of an interdisciplinary curriculum designed to prepare students for careers in the merchandising of home furnishings.

Specialized One Semester Offerings. A student may have elected to pursue an occupation in some phase of home furnishings merchandising as a result of a course "Orientation to Business, Marketing and Management Occupations" or "Orientation to Home Economics Related Occupations" taken during the freshman year. Such courses include a testing program designed to help students

understand their capabilities. A final phase of the course encourages students to develop career plans as well as educational plans for high school and later educational programs.

In the junior year, one semester courses would be taught by both the home economics teacher and the marketing and distribution teacher. A double-period, combining classroom and laboratory, would enable the home economics teacher to provide instruction in the areas of product knowledge and related activities. During the alternate semester, the double-period would enable the marketing and distribution teacher to provide instruction in sales and related activities.

Advanced instructional content would be offered during the senior year; however, a single period would be utilized for the one semester classes. The student would be placed for learning experiences in a training station during the senior year.



Schools following this approach organize the competencies to be developed according to the need for vertical coordination and horizontal articulation. The curriculum should be learner-oriented and each activity should be related logically to all other activities and lead to the efficient attainment of occupational goals. Cooperation among the teachers involved is essential to develop and teach related competencies within the vocational education curriculum.

Modular Scheduling. Some secondary schools use flexible scheduling, a procedure in which the school day is divided into time modules which are usually fifteen or twenty minutes in length. Classes and individual activities are scheduled for one or more modules of time.

This approach to scheduling may be conducive to the interdisciplinary approach. Flexibility results from the fact that class groups may meet for varying numbers of modules during a school week, the teachers responsible for that particular program area making the decision on what amount of time is to be spent in various types of activities.

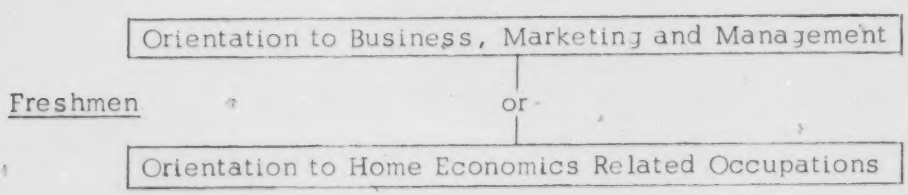
Students attending secondary schools organized in this manner would probably elect to enter the interdisciplinary program in home furnishings merchandising as a result of the course "Orientation to Business, Marketing and Management Occupations" or "Orientation to Home Economics and Related Occupations" taken during the freshman year.

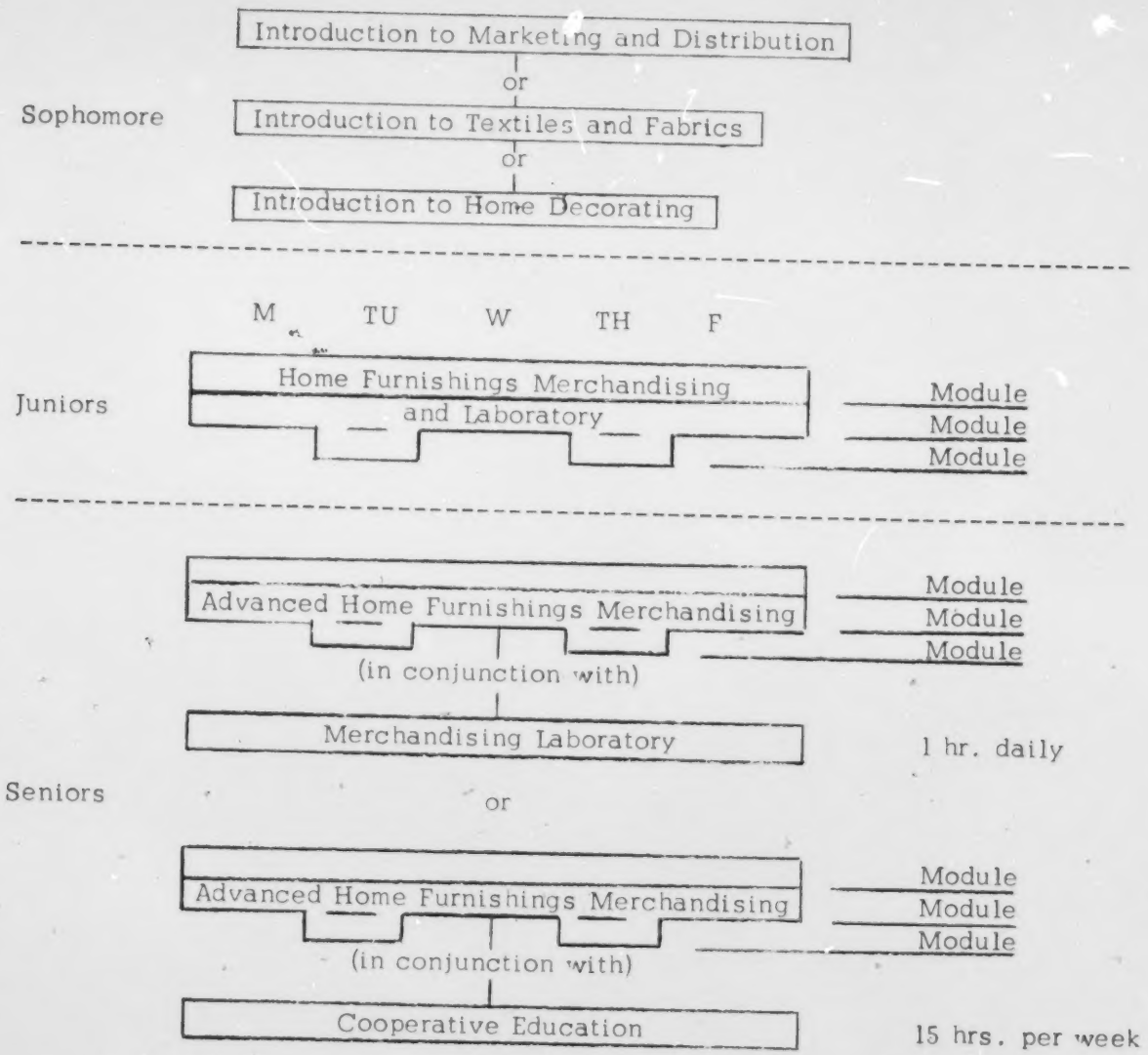
At the sophomore level, the students might take related preparatory courses such as business communications, business mathematics, textiles and fabrics, or home interior decorating.

During the junior year, the students may be scheduled for a 75- or 80-minute combination of modules for instruction and application in a home furnishings merchandising laboratory. The teaching responsibilities may be allocated in a flexible manner. For example, the marketing and distribution teacher may be scheduled for three modules--45 or 60 minutes, and the home economics teacher may be scheduled for one or two modules--15 or 30 minutes. Another interdisciplinary approach might call for the marketing and distribution teacher to provide instruction and related application for two modules on Monday, Wednesday, and Friday. In this case, the home economics teacher would be responsible for instruction and laboratory application during three modules on both Tuesdays and Thursdays.

A similar scheduling approach can be used during the senior year when students are enrolled in the advanced home furnishings merchandising laboratory. A decision can be made, within the local educational agency, to provide training station learning experiences or to simulate such experiences in the home furnishings laboratory. In either case, an advanced related course in home furnishings merchandising should be offered.

Thus, the interdisciplinary organizational pattern used with modular scheduling might be diagrammed as follows:





Flexible scheduling provides time allocations during which the interdisciplinary staff (marketing and distribution and home economics) can be scheduled to provide integrated instruction. However, the need for planning is paramount if the program is to be successful. The instructional staff must work together in planning a coordinated and integrated instructional program.

Team Teaching. Team teaching is a plan for organizing and assigning members of the school staff in which two or more staff members are responsible

for cooperatively planning and carrying on the classroom activities and educational experiences of a group of students. Such an arrangement may be used as an interdisciplinary approach in the vocational home furnishings merchandising program.

Proponents of team teaching claim several advantages to be derived from such approaches:

1. A greater degree of excellence may be achieved in the educational program.

2. Teachers may be used from efficiently and effectively.

3. The specialized talents and competencies of the staff are utilized more fully, and teachers are encouraged to develop to even a higher degree their competencies in specific aspects of instruction and subject matter.

4. The school is better able to keep the content of its curriculum and teaching methods abreast of current developments in curriculum planning and of the expansion of knowledge.

On the other hand, some shortcomings of team teaching are sometimes evident:

1. The plan may encourage teachers to give undue emphasis to the mastery of content and the acquisition of subject matter to the neglect of other major objectives.

2. No teacher may have responsibility for maintaining a close personal relationship with a learner so that the influence of the teacher on the social, emotional, and character development of a learner may be minimum.

3. It may prove to be an expensive delivery system unless enrollments are great enough to maintain a reasonable student-teacher ratio.

Team teaching would probably not be used during the orientation and exploration stages typically scheduled in grades 9 and 10.

Freshmen

Orientation to Business, Marketing and Management

or

Orientation to Home Economics Related Occupations

Sophomore

Introduction to Marketing and Distribution

or

Introduction to Textiles and Fabrics

or

Introduction to Home Decorating

The team teaching arrangement would pair the home economics teacher and the marketing and distribution teacher for occupational preparatory courses offered in grades 11 and 12. The two teachers would assume responsibilities for teaching those competencies for which they have the greatest expertise. Both teachers would be present in all classroom and laboratory settings.

Juniors

Home Furnishings Merchandising

(in conjunction with)

Home Furnishings Merchandising Laboratory

Seniors

Advanced Home Furnishings Merchandising

(in conjunction with)

Home Furnishings Merchandising Laboratory

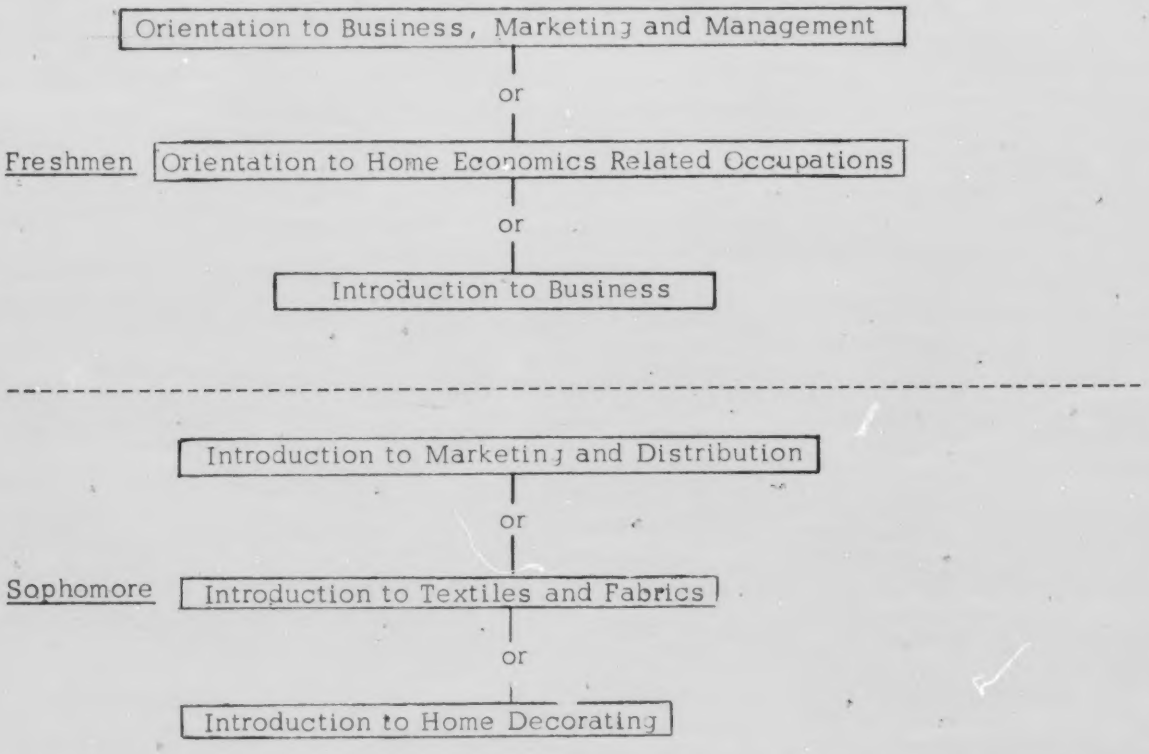
or

Cooperative Education

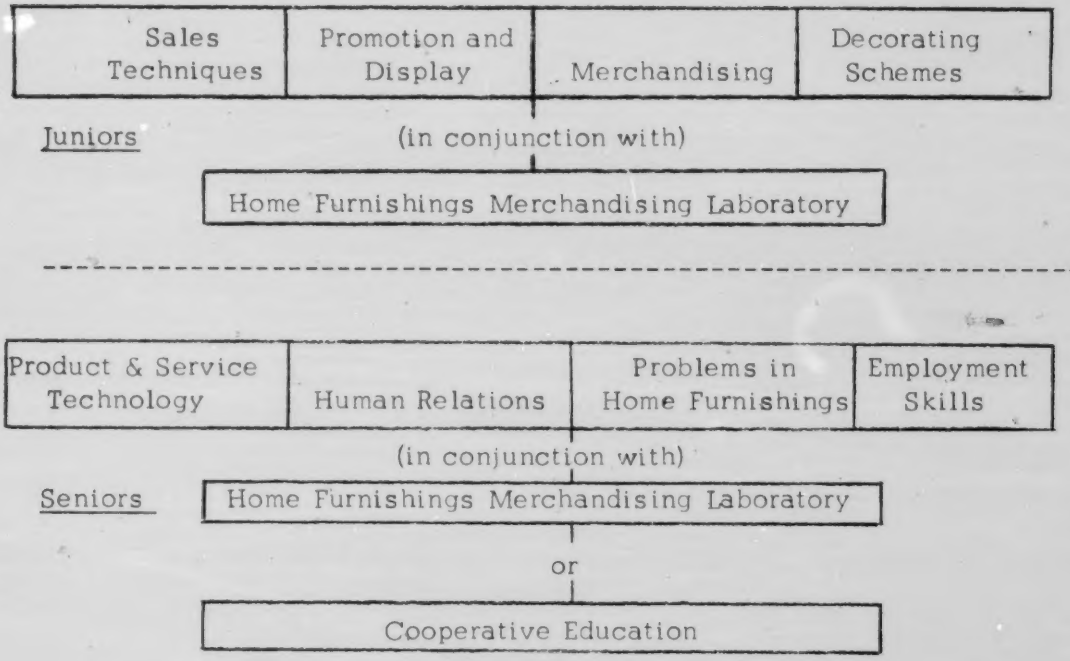
In the event that cooperative education is scheduled during the senior year, the students would, of course, be placed in training stations compatible

with their career goals in home furnishings merchandising. Responsibility for coordination may be a shared responsibility with both teachers working with the training sponsors to plan on-the-job learning experiences. In other local educational agencies, it may be desirable to divide the coordination responsibilities with each teacher assuming the responsibility for half of the enrollees. If the latter option is utilized, each teacher must keep the other informed of on-the-job activities of each enrollee.

Alternating Quarters. In some local educational agencies, a plan which utilizes alternating quarters may be used for the interdisciplinary program in home furnishings merchandising. The program organizational pattern may resemble the following:



Alternating quarters, or mini courses, (9 weeks in length) would be scheduled during the junior and senior years.



This approach might call for the marketing and distribution teacher to provide instruction during the first nine week period of the junior year. The home economics teacher would then assume responsibility during the second nine week block. Alternation of teaching responsibilities would continue during the junior and senior years.

In order to avoid nine week blocks in which a teacher would not be assigned instructional responsibilities, the junior and senior offerings might be scheduled during the same period. When the marketing and distribution teacher completes the first nine week block with juniors, that teacher would switch classes with the home economics teacher and work with the seniors.

This approach would call for careful interdisciplinary planning. Such an arrangement may be favored by local educational agencies striving for the efficient utilization of staffing.

OBJECTIVES AND LEARNING ACTIVITIES

IMPLEMENTING OBJECTIVES AND LEARNING ACTIVITIES

Teachers generally concede that it is of prime importance to have before them a plan or pattern of action before starting a job. In occupational education, curriculum planning is based on the input derived from many sources. An occupational advisory committee assists in identifying the training needs for specialized areas. Community surveys are employed to reveal new and emerging careers and the requirements for success within the careers. Occupational analyses, showing critical tasks and competencies of specific jobs in a career-continuum also prove helpful. Finally, the effective occupational teacher validates the competencies to be developed. Once a teacher knows what should be taught, units of instruction and course outlines may be formulated.

The objectives and learning activities contained in this guide are based on a comprehensive list of validated competencies. Individuals, recognized for their expertise in the field of home furnishings merchandising, have reviewed the competencies contained in this guide.

However, it is quickly conceded that the training needs may vary from one geographical area to another. Therefore, occupational teachers are encouraged to base the content of offerings on needs within their geographical area.

Since home furnishings merchandising is viewed as an interdisciplinary program, various organizational options for delivery systems exist. The organizational pattern chosen will, to a great extent, determine course offerings and course outlines.

The objectives and related suggested learning activities are provided in loose-leaf form. Curriculum planners may easily remove the objectives and accompanying activities and arrange them according to local options and needs. Resource units may then be developed around each of the broad objectives.

The time devoted to the preparation of course outlines and inclusive unit plans will pay rich dividends in terms of time saved in daily planning and overall teaching effectiveness.

FOCUS: Career Preparation

OBJECTIVE: Without the use of reference materials, the learner will describe the types and sources of related continuing education for the home furnishings merchandising area and for advancement within the area consistent with authoritative information appropriate for the occupational area.

(Note: The student should have completed exploratory and orientation activities associated with this objective earlier in the occupational sequence. At this point, the application of competencies is important.)

SUGGESTED LEARNING ACTIVITIES:

A. Conduct a discussion of career ladders identifying those positions requiring further education in home furnishings. Institutions offering instructional programs in home furnishings and interior design may be identified.

B. An individualized assignment may be formulated requiring students to use the following tools to obtain information about opportunities in home furnishings merchandising: Occupational Outlook Handbook, Dictionary of Occupational Titles, Community College Catalogs, Interior Design Directory and Reference Guide, and the Encyclopedia of Careers.

C. Invite an individual with expertise in the area of home furnishings merchandising and interior design to discuss career opportunities with students.

D. Prepare an assignment which calls for each student to seek out an authoritative individual in home furnishings merchandising. The student will interview that individual concerning careers in home furnishings, advancement possibilities, and educational backgrounds desirable for advanced positions.

Competencies that may be developed in this section include:

1) Indicates a personal interest in home furnishings merchandising.
2) Possesses knowledge of career opportunities and advancement possibilities in the chosen career area.
3) Demonstrates an understanding of career ladders and how to reach more advanced positions.

FOCUS: Letter of Application/Inquiry

OBJECTIVE: Given a model for a letter of application/inquiry and the necessary personal notes, documents, etc., the learner will write a letter of application/inquiry which is

1) consistent with the model
2) complete with all information as required by the model
3) correct, legible, and spelled correctly.

(Note: The student should have completed exploratory and orientation activities associated with this objective earlier in the occupational sequence. At this point, the application of competencies is important.)

SUGGESTED LEARNING ACTIVITIES:

A. Invite a personnel manager to discuss the merits of good letters of application/inquiry.

B. Prepare examples of both good and poorly written letters of application/inquiry for class discussion. These letters may be reproduced on transparencies and students can be asked to react by assuming the positions of employers.

C. Approach the teachers in the English Department and suggest a cooperative teaching/learning assignment.

D. Set up a simulated activity in which the teacher assumes the role of personnel director for Ficticious Home Furnishings. Each of the students are required to write letters of application/inquiry.

E. If the cooperative method is used, require students to write letters of application/inquiry to the selected training sponsors during the placement period.

Competencies that may be developed in this section include:

1) Demonstrates basic writing skills.
2) Indicates a personal interest in home furnishings merchandising.
3) Demonstrates effective command of procedures needed for obtaining employment.

FOCUS: Resume/Data Sheet

OBJECTIVE: Given a topical information outline for completing a resume or data sheet and the necessary personal notes, documents, etc., the learner will prepare a resume or data sheet which is

1) consistent with the outline
2) all information necessary to complete the resume or data sheet assembled in advance by the learner
3) with all information entered into each area of the outline as illustrated
4) all information correct, legible, and spelled correctly.

(Note: The student should have completed exploratory and orientation activities associated with this objective earlier in the occupational sequence. At this point, the application of competencies is important.)

SUGGESTED LEARNING ACTIVITIES:

A. If the cooperative method is used, require students to prepare resumes/data sheets to be used during the placement period.

B. Prepare examples of both good and poorly prepared resumes/data sheets for the basis of a class discussion. Such resumes/data sheets may be reproduced on transparencies and students can be asked to react by assuming the roles of employers.

C. Prepare a case problem which depicts an applicant with a poorly prepared data sheet. Have individual members of the class assume the role of a personnel director and make a decision as to whether or not the applicant should be hired.

D. Set up a simulated activity in which the teacher assumes the role of personnel director for Ficticious Home Furnishings. Each of the students will be required to prepare personal resumes/data sheets in competition for the positions available.

E. Approach the teachers in the English Department and suggest a cooperative teaching/learning assignment.

Competencies that may be developed in this section include:

1) Possesses basic writing skills.
2) Indicates a personal interest in home furnishings sales work.
3) Demonstrates an effective command of procedures needed for obtaining employment.

FOCUS: Employment Application

OBJECTIVE: Given a sample employment application characteristic of the type common to the home furnishings merchandising area of employment and the necessary personal notes, documents, etc., the learner will complete the employment application with (1) all information necessary to complete the application assembled in advance by the learner, (2) all information entered into each area of the application as directed, and (3) all information correct, legible and spelled accurately.

(Note: The student should have completed exploratory and orientation activities associated with this objective earlier in the occupational sequence. At this point, the application of competencies is important.)

SUGGESTED LEARNING A CTIVITIES:

A. Obtain copies of application forms from various home furnishings merchandising business establishments. Duplicate the forms and make them available for students to complete.

B. To provide additional practice, require students to complete application forms for specific positions in the simulated merchandising laboratory.

C. Prepare some poorly completed application forms, deleting some information, listing some inaccurate information, and misspelling some words. Have students assume the role of an employer and analyze these forms. A discussion may follow with students giving opinions as to why applicants should be hired or rejected.

D. Utilize a teachers' handbook such as SURVIVAL IN THE WORLD OF WORK. The handbook contains a teaching outline and transparency originals to prepare students for all phases of job selection including filling-out an application

form. The manual, published in 1975 and containing 90 pages, is available from: Ohio's Distributive Education Materials Laboratory, 1885 Neil Avenue, Columbus, Ohio 43210.

Competencies that may be developed in this section include:

1) Indicates a personal interest in home furnishings merchandising.
2) Demonstrates basic writing skills.
3) Demonstrates effective command of procedures needed for obtaining employment.

FOCUS: Interviewing

OBJECTIVE: Without the use of reference materials, the learner will describe and/or demonstrate appropriate characteristics of the job applicant, including (a) attire, (b) grooming, and (c) conduct during the interview generally consistent with a model of procedures and practices as provided for the home furnishings merchandising area.

(Note: The student should have completed exploratory and orientation activities associated with this objective earlier in the occupational sequence. At this point, the application of competencies is important.)

SUGGESTED LEARNING ACTIVITIES:

A. Conduct a classroom discussion concerned with proper attire, grooming, and conduct to be displayed during the interview situation.

B. Set up some mock interview situations and require students serving as the interviewees to demonstrate the appropriate characteristics of the job applicant including a) attire, b) grooming, and c) conduct during the interview.

C. Invite an experienced personnel director to class for the purpose of conducting interviews. Prepare interview rating forms for the rest of the class to fill-in as they observe the interview process. A discussion may then be scheduled as a follow-up.

D. Have students prepare a list of "DOs and DON'Ts" to be followed in an interview situation.

Competencies that may be developed in this section include:

1) Indicates a personal interest in home furnishings merchandising.

2) Demonstrates verbal skills.
3) Demonstrates effective command of procedures needed for obtaining employment.
4) Demonstrates a neat and clean appearance.
5) Uses initiative.

FOCUS: Evaluation of Job Offer

OBJECTIVE:. Without the use of reference materials, the learner will list personal criteria (financial, social, etc.) which describe a job offer which would be acceptable if offered.

SUGGESTED LEARNING ACTIVITIES:

A. Prepare job descriptions for selected positions in home furnishings merchandising. Have students analyze the job descriptions giving particular attention to the following: 1) educational requirements, 2) experience requirements, 3) salary ranges, 4) advancement possibilities, 5) working conditions, and 6) working environment. Next, have students elaborate on whether or not the position has appeal and the reasons for their decisions.

B. Devise a simulated situation in which a description of an employing firm is provided along with a job description. Students will assume the roles of applicants for the position. The position will then be offered and the students will justify their decisions to accept or reject the job offer.

C. Have students interview employees engaged in home furnishings merchandising. During the interview process, the students should uncover what each employee likes most about their job and what they dislike most about their job. The students should also attempt to discover what criteria the employee would apply if offered another position.

D. Have students construct personal inventories of job characteristics which they find most appealing. Then, recognizing that most positions have some undesirable characteristics, ask the students to identify those characteristics which they would be willing to compromise.

Competencies that may be developed in this section include:

1) Understands written information.
2) Recognizes their own strengths, weaknesses, and abilities.
3) Makes independent decisions.
4) Indicates a personal interest in home furnishings merchandising.

FOCUS: Opportunities for Advancement

OBJECTIVE: Without the use of reference materials, the learner will describe the career ladder associated with the appropriate occupational area of training in which that person is enrolled--consistent with an authoritatively prepared model which is characteristic of that occupational area.

SUGGESTED LEARNING ACTIVITIES:

A. Make transparencies of the career ladders presented in an earlier section of this guide. Discuss the positions and the qualifications needed to move from one step to another.

B. Have students interview personnel in home furnishings merchandising. The students should trace the advancement of these individuals from their beginning positions to their present positions. Students should be alerted to additional training and experience that the individuals attained as they advanced.

C. If the cooperative method is being used, ask students to prepare an organizational chart that depicts the employing business firm. Students should identify individuals in supervisory roles and show the positions over which they are responsible.

D. Ask students to identify the position that they would like to fill in 15 years. They should then be instructed to chart the path that will lead to that position showing all steps along the way.

Competencies that may be developed in this section include:

1) Recognizes their own abilities, strengths, and weaknesses.
2) Demonstrates an understanding of career ladders and how to reach more advanced positions.

FOCUS: Standards On-The-Job

OBJECTIVE: Without the use of reference materials, the learner will describe and/or dress in the attire of the appropriate occupational area including personal grooming, required health and safety equipment, uniforms, etc., consistent with legal requirements (if any), appropriate safety considerations, and conventional attire of that occupation.

SUGGESTED LEARNING ACTIVITIES:

A. Ask students to select a career ladder which they are interested in climbing. For each position on the career ladder, they should select a picture of a person appropriately dressed for that position. The students will bring the pictures to class for discussion.

B. Ask students to visit a home furnishings merchandising firm. The purpose of the visit is to identify health and safety equipment and any occupational hazards that may exist. Each student will report their findings to the group.

C. Devise some case problems in which an employer must cope with employees failing to observe safety standards, dress codes, and the desired personal grooming habits. Students may react to the case problems from an employers' point of view and also from an employees' point of view.

D. Set aside one day every two weeks during which students will display appropriate dress and grooming for the positions assumed in the home furnishings merchandising laboratory.

E. If the cooperative method is used, arrange for a class discussion that focuses on the students' employer expectations as they relate to dress and grooming.

Competencies that may be developed in this section include:

1) Demonstrates a neat and clean appearance.
2) Follows safety regulations.
3) Possesses knowledge of company policies and works within them.

FOCUS: Terminating Employment

OBJECTIVE: Without the use of reference materials, the learner will describe the procedures and practices for terminating a job generally consistent with a model of procedures and practices as provided in the home furnishings merchandising area which includes length of notice, method of notification, request for references, etc.

SUGGESTED LEARNING ACTIVITIES:

A. Have the students interview an employer in the home furnishings merchandising area and determine the preferred length of notice of job termination, the preferred method of notification, and the employer's attitude about recommending the terminating employee to a competitor.

B. Construct some case examples depicting employment termination. For example, use varying lengths of notice, varying methods of notification, and varying circumstances as reasons for the termination. Ask students to respond to the cases in terms of: 1) Was the length of notice sufficient? 2) Was the method of notification appropriate? 3) Can the employee expect a favorable recommendation?

C. Assign students to write role-playing scripts calling for the application of termination procedures in the following situations:

1) The employee discovers that the employer is dishonest and unethical. The employee decides to terminate employment.
2) A competitor has offered the employee a more attractive position. The employee decides to accept the position; however, the new position starts in two days.
3) The employee believes that the present employer is unhappy with his/her job performance. The employee has decided to terminate employment but would like a favorable reference.

The students may record the scripts for play-back in class that will be followed by discussion. (Other situations may be added.)

D. Have the students prepare a "Model for Terminating Employment." The model will contain procedures and practices including length of notice, methods of notification, requests for references, etc. Procedures and practices, outlined in the model, should be of such nature as to promote a desirable atmosphere surrounding the termination.

Competencies that may be developed in this section include:

1) Demonstrates dependability.
2) Possesses basic writing skills.
3) Possesses basic speaking skills.
4) Demonstrates loyalty to the employing organization.
5) Possesses knowledge of company policies and works within them.
6) Knows when to confer with supervisors.
7) Exercises self-control during trying situations.

FOCUS: Housekeeping

OBJECTIVE: Given information about the size and location of a furniture store, the student will prepare a job description for a custodian or other employees responsible for housekeeping duties--consistent with the policies of a given retailer(s).

SUGGESTED LEARNING ACTIVITIES:

A. If the cooperative method is used, conduct a discussion concerned with identifying housekeeping duties and to whom the responsibility is assigned.

B. Conduct a discussion on the consequences of negligent housekeeping.

C. Have students interview home furnishings employees to discover their specific responsibilities as they relate to housekeeping.

D. Assign students to prepare a daily schedule for an employee responsible for housekeeping duties.

Competencies that may be developed in this section include:

1) Organizes work activities of other people.
2) Keeps display fixtures clean and attractive.
3) Keeps counters and other fixtures clean and orderly.
4) Keeps display windows clean.
5) Keeps merchandise dusted and sales floor vaccumed.
6) Discards boxes, wrappings, and other waste in the proper manner.
7) Keeps entrances clean and uncluttered.
8) Keeps sidewalks clean and free of ice or snow.
9) Straightens drapery, carpet, and upholstery samples.

FOCUS: Human Relations

OBJECTIVE: Given case descriptions of common on-the-job conflict situations: employer-employee, employee-employee, and employee-client/customer/etc., the learner will identify the probable cause for the conflict and suggest at least one possible action to relieve the conflict for the majority of cases presented and consistent with guidelines previously made available to the learner.

SUGGESTED LEARNING ACTIVITIES:

A. Prepare a series of case problems that depict human relations problems. Construct a problem solving model and ask students to apply the problem solving steps to the case problems.

B. Construct a series of "What Would You Do" situations. Give a description of a situation involving a human relations problem and then allow the students to discuss courses of action and probable consequences.

C. If the cooperative method is being used, allow students to describe on-the-job conflicts that have occurred in their training stations without identifying personalities.

D. Obtain a set of human relations games such as the one listed here. This group of four games teaches the principles of cooperation, goal settings, group concensus, and communications in a way that students will understand and enjoy. The directions for using the games and the necessary materials are included. The games, published in 1973 and available for $2, may be ordered from: Ohio's Distributive Education Materials Laboratory, 1885 Neil Street, Columbus, Ohio 43210.

Competencies that may be developed in this section include:

1) Interacts successfully with people with a variety of personalities.
2) Demonstrates loyalty to the employing organization.
3) Works as a team member.

4) Recognizes what is expected.
5) Works under tension and pressure.
6) Adjusts to various work situations.
7) Possesses knowledge of company policy and works within it.
8) Knows when to confer with supervisors.
9) Shows store personnel the same courtesy as shown outsiders.
10) Develops and maintains harmonious relationships with other employees.
11) Works cooperatively with fellow employees, supervisors, and management and is aware of their needs.
12) Represents the business favorably to customers and outside business associates.
13) Adapts to the personality and needs of customers.
14) Exercises self-control during trying situations.
15) Accepts criticism and turns it into a character building element.
16) Possesses knowledge of the channels of supervision.

FOCUS: Sales

OBJECTIVE: Given an actual or simulated situation and samples of complete and incomplete personal checks, the learner will identify those checks that are negotiable or non-negotiable as consistent with policies and procedures of a given bank(s).

SUGGESTED LEARNING ACTIVITIES:

A. Invite a banker to discuss the topic of personal checks and to give particular emphasis to negotiable and non-negotiable checks.

B. Prepare a series of checks, both negotiable and non-negotiable and have individual students react to each check in the series. In addition to identifying non-negotiable checks, the students should explain reasons for the non-negotiable status.

C. In the simulated merchandising laboratory, prepare a list of customers for whom checks will not be accepted. In role playing or simulated settings, the student will be expected to check the list as well as examine each check thoroughly.

D. Prepare an assignment which calls for students to interview managers of retail firms and obtain information about policies relating to the acceptance of personal checks.

Competencies that may be developed in this section include:

1) Makes independent decisions.
2) Recognizes what is expected.
3) Follows directions.
4) Possesses knowledge of company policies and works within them.
5) Relates policy to decisions.
6) Knows when to confer with supervisors.
7) Approves and accepts checks.

FOCUS: Sales

OBJECTIVE: Given an actual or simulated situation, a cash register, and priced merchandise--the learner will record on the cash register the:

a) price and department of the merchandise
b) total price of merchandise rendered
c) total tax for merchandise rendered
d) total cost to the customer--with 100 percent accuracy.

SUGGESTED LEARNING ACTIVITIES:

A. Devise role playing situations in the home furnishings merchandising laboratory whereby students assume the roles of salesperson and customer. Require the salesperson to use the cash register to record the transaction.

B. Have the students prepare job instruction sheets, listing each step in the procedure, that could serve as self-instructional sheets for beginners.

C. Have students interview an individual with expertise in the area of home furnishings merchandising. The objective of this interview is to determine the probable effect of the Universal Product Code and scanner system on the future use of cash registers in home furnishings merchandising.

D. Construct a role playing situation in which a student assumes the role of a salesperson and another student assumes the role of a customer. After a sales transaction has been recorded on the cash register and the tax has been added, the customer will object to the total price and ask for clarification. The salesperson will explain orally and compute manually the transaction showing the customer that the register total was accurate.

Competencies that may be developed in this section include:

1) Interacts successfully with people with a variety of personalities.

2) Possesses basic arithmetic skills.
3) Works without close supervision.
4) Uses sales register to handle money.
5) Records cash sales.
6) Makes change accurately.
7) Reads and applies sales tax charts.

FOCUS: Sales

OBJECTIVE: Given an actual or simulated situation and a tangible product, the learner will give a sales presentation, and all of the following will be included:

a) uses an appropriate sales approach
b) determines need
c) demonstrates the use of the product
d) gives the selling points of the product
e) answers customers' objections and/or questions
f) asks for the sale
g) suggests related merchandise
h) closes the sale

SUGGESTED LEARNING ACTIVITIES:

A. In consultation with students, select one of the following products to be the subject of a complete sales talk:

a) a table lamp
b) a hooked scatter rug
c) decorative window roller shades
d) an early American sofa
e) a wall clock
f) an RCA portable TV
g) a decorative floral arrangement
h) a set of fireplace utensils
i) a bedspread
j) a wall mirror

Another student will be assigned to play the part of the customer. The student should be instructed to raise objections and attempt to put off the close. The rest of the class should criticize the sales presentation.

B. Select one of the products, listed above in suggested learning activity A, and instruct students to prepare:

a) various sales approaches that might be used
b) alternative questions that would help determine the customer's need
c) ideas that might be pointed out in the product demonstration
d) a comprehensive listing of selling points
e) possible customer objections and questions
f) alternative ways to ask for the sale

g) a list of related items that would be suitable for suggestion
h) alternative ways to close the sale

Students might prepare the responses individually and then discuss their work in a group. Another approach might call for a brainstorming session followed by a critical review.

C. In a group, arrange for the students to play a "what if" game.

WHAT IF:

a) The salesperson approaches the customer and says, "Good Morning, may I help you?" The customer replys, "No, it is not a good morning--and I think I am capable of helping myself."

b) The customer is looking at wall mirrors and the salesperson asks, "In what room do you wish to hang a mirror?" The customer replys, "What makes you think that it's any of your business?"

c) You point out to the customer that the floor covering needs no waxing because of built-in lustre. The customer replys, "Yeah, I've heard that story before. You salespeople will tell a customer anything to get a sale."

d) You are demonstrating a TV set and suddenly there is a funny noise and smoke starts filtering out of the set.

e) The customer says, "You advertised this product at the lowest price in town; well, I can buy the same thing down the street for less money."

f) You have spent a considerable amount of time with a customer. You ask, "May we deliver this to you tomorrow?" The customer replys, "Well, I just don't know."

g) You suggest to a customer that has just purchased a sofa that the decorative pillows on the floor model are on sale. The customer replys, "Oh, I thought those came with the sofa. If I have to purchase them separately, I believe I'll just look around a bit more for a sofa."

The teacher and students may devise other "what if" situations. Student reactions may be discussed as to their appropriateness.

D. Have students write and record a script which simulates a sales situation. The script should include each of the competencies called for in the objective. The recordings may be played back in class and be analyzed by the group.

Competencies that may be developed in this section include:

1) Greets customers and determines need.
2) Evaluates customer's need.
3) Demonstrates merchandise--uses and care.
4) Helps customers handle merchandise.
5) Points out hidden values of merchandise.
6) Shows literature relating to merchandise.
7) Translates product information.
8) Suggests additional/related items.
9) Applies the techniques of closing a sale.
10) Answers customer's objections.
11) Emphasizes quality features of merchandise.
12) Determines size needed.
13) Interacts successfully with people with a variety of personalities.

FOCUS: Sales

OBJECTIVE: Given an actual or simulated situation, a telephone, a telephone order sales check, and an Illinois Sales Tax Collection Schedule--the learner will answer the telephone and:

1) give a greeting
2) identify themself
3) identify the retail store or department
4) take a request for service
5) write a telephone salescheck which contains the following information:
   a) customer's name
   b) customer's address
   c) date and time of order
   d) number of item(s)
   e) description of item(s)
   f) department number
   g) price of item(s)
   h) tax
   i) total of sale
   j) terms of sales
6) repeat all recorded information to the caller--with 100 percent accuracy as consistent with policies and procedures of a given retailer(s).

SUGGESTED LEARNING ACTIVITIES:

A. Invite an educational relations representative from the local telephone company to discuss correct telephone etiquette with the class.

B. Set up role playing situations which call for the behaviors specified above. Students may rotate in assuming the roles of salesperson and customer. Catalogs published by firms such as Sears, Wards, or Penneys may be utilized for stock numbers, descriptions, and prices.

C. Tape a telephone sales order and have students react to the presentation in terms of acceptable and non-acceptable procedures.

D. Have the students prepare a check-list to be followed in telephone sales situations. The check-list should highlight each of the items included in the objective and contain a list of "DOs and DON'Ts."

Competencies that may be developed in this section include:

1) Interacts successfully with people with a variety of personalities.
2) Possesses basic speaking skills.
3) Possesses basic writing skills.
4) Possesses basic arithmetic skills.
5) Works without close supervision.
6) Works under tension and pressure.
7) Represents the business favorably to customers and outside business associates.
8) Utilizes catalogs.
9) Processes special orders.
10) Applies telephone courtesy.
11) Processes telephone orders.
12) Adds long columns of figures accurately.
13) Multiplies and extends figures accurately.
14) Explains store billing procedures.
15) Reads and applies tax charts.
16) Obtains charge authorization.

FOCUS: Operating the Cash Register

OBJECTIVE: Given a cash register and several hypothetical transactions to be rung up, the student will follow the correct procedure in ringing up the sale and correcting any cash register errors.

SUGGESTED LEARNING ACTIVITIES:

A. Demonstrate the procedure and then allow students to imitate the demonstration. Follow the four-step method of 1) Preparing the learner (explain why and when), 2) Demonstrating (showing and telling), 3) Application (learner tryout), and 4) Feedback (evaluating and correcting the learner).

B. Ask a student to assume the role of a National Cash Register sales representative and demonstrate the procedure to a client.

C. Ask students to prepare an instructional sheet which lists the steps to follow in completing the procedure.

D. In the home furnishings merchandising laboratory, utilize a number of hypothetical sales transactions with students rotating at the cash register.

Competencies that may be developed in this section include:

1) Follows directions.
2) Records cash sales.
3) Uses sales register to handle money.
4) Sets up register.
5) Corrects cash register errors.
6) Counts/deposits money with cashier.
7) Replaces sales tape.

FOCUS: Merchandise Mathematics

OBJECTIVE: Given an actual or simulated situation, priced merchandise, a sales check, and an Illinois Sales Tax Collection Schedule--the learner will fill out and compute a sales check to include the following:

a) name and address of customer
b) date
c) number of item(s)
d) description of item(s)
e) department and/or stock number
f) price of items
g) tax
h) computed total
i) terms of sale
j) signature of customer(s) (if applicable)
k) employee discount (if applicable)

--it is legible and 100 percent accurate.

SUGGESTED LEARNING ACTIVITIES:

A. Collect sample sales checks from the various home furnishings merchandising firms in your community. Duplicate the sales checks for use by students. Provide learners with all information needed to complete the sales check. Allow students to practice with the results being evaluated and mistakes pointed out for correction.

B. Construct some role playing situations for use in the home furnishings merchandising laboratory. Some students may role play employees making purchases, decorators entitled to a discount, customers desiring to charge purchases, and customers with credit cards. In each case, the student assuming the role of salesperson will be asked to fill-out and compute the sales checks completely and accurately.

C. Have students mount sample sales checks on posters. Labels of each entry to be made on the sales check will be mounted with arrows indicating the correct position on the sales check for each particular entry.

D. Ask students to assume the role of salesperson asked to define the terms of sale.

E. Construct a series of purchase transactions, listing the price of each item. Students will be asked to extend the totals for each item, compute the sub-total, find the correct amount of sales tax, compute the total, and apply employee discount rates.

Competencies that may be developed in this section include:

1) Possesses basic writing skills.
2) Possesses basic arithmetic skills.
3) Follows directions.
4) Adds long columns of figures accurately.
5) Multiplies and extends figures accurately.
6) Records cash sales.
7) Makes change accurately.
8) Writes sales contracts.
9) Explains time-payment principles.
10) Explains store billing procedures.
11) Reads and applies sales tax charts.
12) Uses charge plates.
13) Determines the amount of lay-away charges.
14) Determines the amount of credit charges.
15) Determines decorator's discount.
16) Determines employee discount.
17) Obtains charge authorization.

FOCUS: Merchandise Mathematics

OBJECTIVE: Given an actual or simulated situation, merchandise to be returned and a merchandise return form, the learner will legibly fill out the merchandise return form with 100 percent accuracy an consistent with the policies and procedures of a given retailer(s).

SUGGESTED LEARNING ACTIVITIES:

A. Collect merchandise return forms from various home furnishings outlets. Duplicate the forms. Construct role playing situations in the home furnishings merchandising laboratory whereby students must complete the forms.

B. During a brain-storming session, have students identify reasons why home furnishings merchandise might be returned. Follow this with a discussion of when merchandise would or would not be accepted as returned items.

C. From earlier purchase transactions involving several items, devise a situation within which only one or two items are to be returned. This will necessitate the application of competencies in computing sales tax and discounts for those items.

D. Prepare a list completed sales tickets. Indicate the item(s) to be returned and ask students to complete the merchandise return form.

Competencies that may be developed in this section include:

1) Possesses basic arithmetic skills.
2) Possesses knowledge of company policies and works within them.
3) Checks condition of merchandise received.
4) Handles complaints.
5) Handles merchandise return and exchanges.
6) Writes merchandise return tickets.
7) Returns merchandise to proper place.

FOCUS: Merchandise Mathematics

OBJECTIVE: Given an actual or simulated situation, money, the sales total, and the amount received, the learner will give correct change with 100 percent accuracy.

SUGGESTED LEARNING ACTIVITIES:

A. Prepare a series of problems which give the student an amount of a sale and an amount of money which the customer hands to the salesperson or cashier. The students will determine the correct amount of change to return to the customer using as few bills and coins as possible.

B. Use play money in the Home Furnishings Merchandise Laboratory and require students to be accountable for cash register audits.

C. Construct a case problem in which an employee consistently makes errors in handling money. Students may assume the role of the employer and react to the case giving a rationale for their decisions.

D. Prepare an assignment which calls for training sessions to be conducted for new employees. Each student is responsible for designing and implementing a short session (perhaps 10-minutes) devoted to proper procedures to be used by the new employees in making change.

Competencies that may be developed in this section include:

1) Demonstrates dependability.
2) Possesses basic arithmetic skills.
3) Makes change accurately.

FOCUS: Stockkeeping

OBJECTIVE: Placed in a stockkeeping role, the student will receive, unpack, check, assemble, mark, ticket, and prepare merchandise for the selling floor or stockroom following the procedures of a given retailer(s).

SUGGESTED LEARNING ACTIVITIES:

A. Using dummy merchandise, simulate the receipt of orders in the home furnishings merchandising laboratory. Students should carry out the duties listed in the objective.

B. Assign students to interview a stockroom supervisor to determine the duties and the skills needed.

C. If the cooperative method is used, suggest to the training sponsor that the student experience these learning activities in the on-the-job component of the program.

D. Assign students to research the job duties encountered in the stockroom. The duties should be listed along with special skills or knowledges needed.

Competencies that may be developed in this section include:

1) Determines shipping and receiving discrepancies and takes proper action.
2) Checks condition of merchandise received.
3) Unpacks and assembles merchandise.
4) Counts and records stock.
5) Operates price marking machine.
6) Arranges understock and reserve stock.
7) Prepares merchandise for sales floor.
8) Checks stock for damaged and soiled merchandise.
9) Tickets merchandise.
10) Touches-up scratches, repairs upholstery, and cleans surfaces of new and used furniture.

FOCUS: Damaged Stock

OBJECTIVE: Given an actual or simulated situation, an item of damaged or broken merchandise and a form for listing damaged and/or broken merchandise, the learner will enter this item of merchandise on the form with 100 percent accuracy as consistent with policies and procedures of a given retailer(s).

SUGGESTED LEARNING ACTIVITIES:

A. Invite a retailer to bring several items of damaged and/or broken merchandise to the classroom. The retailer will then demonstrate the procedures for recording the information about the damaged and/or broken merchandise on the proper form.

B. Prepare transparencies illustrating several different forms used by various retailers for reporting damaged and/or broken merchandise and present the correct methods to be used in completing the forms.

C. Bring to class several items of damaged and/or broken merchandise. Let each student select an item and record the information about the item on a damaged and/or broken merchandise form.

D. Assign each student to interview a retailer concerning the recording of damaged and/or broken merchandise. Students will then report to the class the methods and forms used by the retailers.

Competencies that may be developed in this section include:

1) Applies basic arithmetic skills.
2) Follows directions.
3) Works without close supervision.

4) Checks condition of merchandise received.
5) Checks stock for damaged or soiled merchandise.
6) Prepares rejected merchandise for return and exchange.
7) Prepares and ships warranty items approved for return.
8) Inspects merchandise before delivery to customer.

FOCUS: Buying

OBJECTIVE: Given routine stock to be replenished or a special order to be placed for a customer, the student will prepare a merchandise order form in a manner consistent with the policies of a given retailer(s).

SUGGESTED LEARNING ACTIVITIES:

A. Arrange for a buyer to speak to the class describing buying responsibilities, factors weighed in making buying decisions, and guidelines used for determining quantities.

B. Obtain merchandise order forms and suppliers' catalogs to be used in the merchandising laboratory. In role playing situations, have students prepare both routine and special orders.

C. Assign students to interview managers of furniture stores to uncover the factors used in deciding when, what, and how much to buy.

D. Since buying decisions require hugh financial considerations, ask students to conduct research in the area of buying home furnishings. The students should uncover factors which influence buying decisions.

Competencies that may be developed in this section include:

1) Places special orders of merchandise for customers.
2) Uses model (or basic) stock plan.
3) Applies vendor's terms and discounting policies.
4) Uses unit control records in predicting trends in price lines, colors, types, sizes, etc.
5) Follows accepted procedures when buying from vendor or company catalogs.
6) Anticipates and buys related items that will contribute to maximum sales of basic stock plans.
7) Takes advantage of seasonal price changes in products.
8) Places reorders as soon as the need is discovered.
9) Uses the company's merchandise order forms.
10) Determines the quantity of merchandise to buy when reordering basic stocks.

FOCUS: Shoplifting Prevention

OBJECTIVE: Given actual or simulated situations for shoplifting or pilferage--the learner will list the steps to take to report shoplifting and pilferage--as consistent with policies and procedures of a given retailer(s).

SUGGESTED LEARNING ACTIVITIES:

A. Arrange for students to attend seminars often conducted by Retail Merchants Associations concerned with the problem of shoplifting.

B. Obtain the 27-page manual entitled SHOPLIFTING PREVENTION and made available by Ohio's Distributive Education Materials Laboratory, 1885 Neil Avenue, Columbus, Ohio 43210. This is a programmed instruction booklet designed for individual use by high school students.

C. Invite a local retailer or a local attorney to discuss policies and procedures to be followed in incidents involving shoplifting.

D. As a class project have students develop a manual entitled "Shoplifters--How To Deal With Them."

E. Construct a simulated incident involving shoplifting for use in the merchandise laboratory. Allow students to encounter the shoplifter and demonstrate procedures to be followed. The class may then discuss each procedure in terms of legal appropriateness.

Competencies that may be developed in this section include:

1) Follows directions.
2) Exercises self-control during trying situations.
3) Relates policy to decisions.
4) Applies company policy to shoplifting problems.

FOCUS: Advertising

OBJECTIVE: Given necessary materials, the learner will create a well-balance layout and paste-up suitable for mechanical reproduction.

SUGGESTED LEARNING ACTIVITIES:

A. Invite an advertising account manager from the local newspaper to discuss the construction of display ads for home furnishings.

B. Assign students to select merchandise for advertising that is timely and seasonal. The student will then prepare an ad suitable for newspaper reproduction.

C. If the cooperative method is used, suggest to the training sponsor that the student prepare an ad to be published in the local paper.

D. Assign students to collect both promotional and institutional ads appearing in the newspaper and sponsored by furniture stores. The students will mount the ads and label each component.

Competencies that may be developed in this section include:

1) Writes copy which is effective in conveying a sales message to the customer.
2) Studies specific information in ads and uses the advertising facts effectively in selling.
3) Selects merchandise for advertising that is seasonal and timely.

FOCUS: Advertising

OBJECTIVE: Given a specific time limit, a script model and a fact sheet, the learner will develop a script for radio and television presentation which conforms to the specified time limit and is consistent to the model.

SUGGESTED LEARNING ACTIVITIES:

A. Invite an employee from the TV-Radio Production Department in an advertising agency to explain and demonstrate the creation of electronic media ads.

B. Ask students to write and record radio commercials of varying lengths. These may later be critiqued in class.

C. If the school has a video tape recorder, assign students to create home furnishings ads to be taped and critiqued.

D. Assign students to create storyboards and accompanying scripts. The storyboards can consist of drawings or photos.

Competencies that may be developed in this section include:

1) Write copy which is effective in conveying a sales message to the customer.
2) Adjusts sales messages in terms of time limitations.
3) Creates selling messages that are effective in gaining attention, arrousing interest, creating desire, and leading to action.

FOCUS: Display

OBJECTIVE: Given an actual or simulated situation, merchandise to be displayed, related display props, and display materials as provided by the manufacturer and/or developed by the learner, the learner will construct a promotional countertop, shelf, show case or window display consistent with policies and procedures of a given retailer(s).

SUGGESTED LEARNING ACTIVITIES:

A. Assign each student to construct a display in the merchandising laboratory. The student will select the merchandise and props. The display should incorporate the concept of "realism." Other class participants may the judge and offer constructive criticisms for each display.

B. Invite a local "visual planner" to give pointers on constructing effective displays.

C. Assign students to interview local window display specialists for the purpose of obtaining information about effective display construction. The students may then report their findings to the class during a round-table discussion session.

D. Prepare slides of various home furnishings displays found locally or in other cities. Ask students to compare and contrast the procedures used in each display.

Competencies that may be developed in this section include:

1) Uses initiative and imagination.
2) Manages time and materials efficiently.
3) Keeps display fixtures clean and attractive.
4) Keeps display windows clean.

5) Accepts criticism and turns it into a character building element.
6) Selects merchandise for display that is seasonal and timely.
7) Constructs merchandise displays.
8) Displays volume sellers at key traffic areas.
9) Displays slow sellers.
10) Arranges attractive window displays.
11) Uses display lighting techniques effectively.
12) Uses color, harmony, balance, and proportion in display construction.
13) Letters and designs a simple sign.
14) Rearranges or replenishes merchandise sold from displays.

FOCUS: Display

OBJECTIVE: Given appropriate merchandise and props, the student will construct the following general types of displays:

1) mass
2) unit
3) pyramid
4) step
5) zig-zag

with the outcome being the effect of good taste and beauty.

SUGGESTED LEARNING ACTIVITIES:

A. Provide actual or dummy merchandise in the home furnishings merchandising laboratory. Have students construct each of the general types of displays. Students may then evaluate and discuss the effectiveness of each display.

B. Have students identify each of the general types of displays that may be found in the local business community. Then, using the rating sheet provided on the next page, have the students evaluate the identified displays.

C. Arrange for a local display specialist to discuss pointers on how to construct effective displays.

D. Prepare slides of displays according to the general types: mass, unit, pyramid, step, and zig-zag. Use these slides to illustrate the characteristics of each general type.

E. If the cooperative method is utilized, include the construction of displays in the training plan used to guide on-the-job learning activities.

Competencies that may be developed in this section include:

1) Uses initiative and imagination.
2) Manages time and materials efficiently.

3) Keeps display fixtures clean and attractive.
4) Keeps display windows clean.
5) Selects merchandise for display.
6) Constructs merchandise displays.
7) Arranges attractive window displays.
8) Uses display lighting techniques effectively.
9) Uses color, harmony, balance, and proportion in display construction.

DISPLAY
Rating Sheet

Directions: The questions under each of the seven areas of evaluation are to be used as a guide in determining the actual points the display scores in that particular area.

1. POWER TO ATTRACT ATTENTION (Possible 20 points)
   - Is there something moving in the window?
   - Is background appropriate?
   - Is theme or idea clever?
   - Is theme or idea well executed?
   - Are display props suitable and attractive?
   - Is floor appropriate to display?

2. ARRANGEMENT (Possible 20 points)
   - Does window reflect the character of the store?
   - Is there a proper amount of merchandise in the window?
   - Do props enhance, rather than detract from, the merchandise?
   - Is related merchandise used?
   - Are appropriate "dealer helps" or show cards used?
   - Do major items within a unit point to the next?
   - Does the window make use of several vantage points?

3. CLEANLINESS (Possible 10 points)
   - Is window glass clean?
   - Is clothing (if displayed) clean and well pressed?
   - Are forms and fixtures clean and in good repair?
   - Is floor clean?
   - Is background clean and fresh?
   - Are valances or frames clean?
   - Are painted or colored surfaces fresh and clean?
   - Is ceiling clean?

4. TIMELINESS (Possible 10 points)
   - Is merchandise well chosen?
   - Are colors in the window appropriate for season and merchandise?
   - Is the theme right for the season and merchandise?
   - Are "dealer helps" or show cards related to the season?

5. SELLING POWER (Possible 20 points)
   - Do display props focus attention on merchandise, but not detract from it?
   - Are merchandise features clearly shown?
   - Does special lighting emphasize most important merchandise?
   - Do show cards bring out important selling points of the merchandise?
   - Does the theme aid the features of the merchandise in the window?
   - Is it possible to find and concentrate on most important item?
   - Is merchandise displayed as it would be used?

6. LIGHTING (Possible 5 points)
   - Does lighting enhance the colors used in the window?
   - Is lighting equipment adequate?
   - Are lighting fixtures clean?
   - Does lighting focus attention on merchandise rather than detract from it?

7. TECHNICAL EXCELLENCE (Possible 15 points)
   - Is there a unique use of some common items, such as chicken wire, pipe, string, etc.?
   - Does arrangement of merchandise add to appearance of the merchandise?
   - Is the merchandise well folded, draped, placed, or suspended?
   - Do such drapings, foldings, and placements add to the merchandise?

FOCUS: Identification of Furniture Styles

OBJECTIVE: Given furniture of various styles and from various periods, the student will identify each item as an antique, a period piece, in the style of, exact reproduction, traditional, contemporary, modern, or eclectic with 100 percent accuracy.

SUGGESTED LEARNING ACTIVITIES:

A. Assign students to prepare portfolios of furniture styles. The students will find and clip pictures of each style and label it correctly.

B. Prepare slides which depict the various styles of furniture. The slides can be used in illustrating the different styles and also for identification by students.

C. Ask a furniture salesperson to serve as a resource person for a discussion of furniture styles, buying trends, and construction methods.

D. Visit a large furniture store to view various styles. Students should take notes of characteristics of each style for use in a follow-up discussion session.

Competencies that may be developed in this section include:

1) Suggests furnishings suited for the type and size of home.
2) Suggests compatible types of furniture to customers.
3) Explains construction of furniture and the advantages/disadvantages of various types.

FOCUS: Upholstered Furnishings Construction

OBJECTIVE: Placed in a simulated sales situation and confronted with a customer posing questions such as:
convoluted springs versus tied springs
hair padding versus foam rubber
interwoven webbing versus burlap covering--
the student will answer such questions to the satisfaction of the customer.

SUGGESTED LEARNING ACTIVITIES:

A. Have students collect pictures from ads, manufacturers' brochures, and other sources which depict cut-aways showing the construction of upholstered furnishings. Each student should mount the pictures and prepare a portfolio of furniture construction.

B. Make arrangements for a field trip to a furniture manufacturing firm. Students should be alerted, in advance, for construction methods and techniques that may be observed.

C. Have students sketch an upholstered piece of furniture starting with the frame and adding component parts that are a part of construction.

D. Have students interview experienced home furnishings merchandising practitioners to determine the difference between: convoluted springs versus tied springs, hair padding versus foam rubber, and interwoven webbing versus burlap covering.

Competencies that may be developed in this section include:

1) Points out hidden values of merchandise.
2) Translates product knowledge.
3) Answers customers objections.
4) Emphasizes quality features of merchandise.
5) Explains construction of furniture and the advantages/disadvantages of various types.

FOCUS: Wood Finishes

OBJECTIVE: Placed in a simulated sales setting and confronted with a customer posing questions about various furniture finishes, the student will identify various wood finishes, list characteristics such as resistance to stains or burns, and explain proper care procedures--to the satisfaction of the customer.

SUGGESTED LEARNING ACTIVITIES:

A. Have students construct portfolios containing fact sheets about various furniture finishes and the characteristics of each finish.

B. Devise role playing situations in the merchandising laboratory wherein students assume the positions of salesperson and customer. Prompt the customers to ask questions about finishes and care procedures.

C. Construct case problems wherein homes and business establishments are faced with furniture buying decisions. Each case can contain special needs such as beauty, durability, etc. Have students react to each case and suggest appropriate furniture finishes.

D. Obtain a set of furniture finish chips from a local home furnishings outlet. Have students identify each finish, list characteristics of the finish, and suggest appropriate care procedures.

Competencies that may be developed in this section include:

1) Demonstrate merchandise--uses and care.
2) Point out hidden values of merchandise.
3) Translates product information.
4) Emphasizes quality features of merchandise.
5) Explains construction of furniture and the advantages/disadvantages of various types.
6) Suggests compatible types of furniture to customer.
7) Suggests furniture suited for the type and size of home.

FOCUS: Appliances

OBJECTIVE: Placed in an actual or simulated sales situation and confronted by a customer, the student will answer questions about construction, special features, operating procedures, installation, warranties, safety features, and care--to the satisfaction of the customer.

SUGGESTED LEARNING ACTIVITIES:

A. Assign students to use magazine ads, TV commercials, catalogs, and manufacturer's literature to make a list of special features found on current major appliances.

B. Assign students to debate teams. One team will present reasons why one major appliance would be more desirable while the other team will present reasons why another major brand would be more desirable.

C. Arrange role playing situations in which students will be asked a variety of questions such as those contained in the objective.

D. Conduct a brainstorming session in which students will list questions customers might raise concerning appliances. The questions can then be duplicated and each student will be responsible for finding answers.

Competencies that may be developed in this section include:

1) Explains procedures for using appliances.
2) Informs the customer as to how to care for appliances.
3) Points out hidden values of merchandise.
4) Translates product information.
5) Interprets protective measures behind standards, grades, or labels.
6) Interprets merchandise guarantees and directions to customers.

FOCUS: Home Accessories

OBJECTIVE: Placed in a role playing or actual sales situation, and given a customer with one of the following needs:
1) to complete or highlight an aspect of design
2) to emphasize a color
3) to add interest
4) to invite attention to a certain area
the student will suggest appropriate accessories including: esthetic objects and paintings, functional objects, decorative objects, and plants and flowers --that relate to the customer's taste and interest.

SUGGESTED LEARNING ACTIVITIES:

A. Ask students to collect pictures of clocks, ash trays, book-ends, pillows, vases, and a variety of other functional, decorative, and esthetic objects. Students should indicate the type of room in which each might be used effectively.

B. Obtain color pictures of rooms that are furnished but lack accessories. Ask students to suggest accessories that will 1) complete or highlight an aspect of design, 2) emphasize a color, 3) add interest, or 4) invite attention to a certain area.

C. Ask students to keep a record of the accessories in different rooms in which they enter for the next three days. The student should identify the type of accessories (esthetic, functional, or decorative) and the purpose of the accessories (add interest, color, highlight, gain attention, etc.). This activity can be concluded by a discussion.

D. If the cooperative method is used, approach the training sponsors with the suggestion that the student be assigned to accessorize some mock-room displays.

Competencies that may be developed in this section include:

1) Aids customers in accessorizing rooms.
2) Aids customers in coordinating colors.
3) Arranges attractive mock-room displays.

FOCUS: Upholstered Furnishings

OBJECTIVE: Given various pieces of upholstered furnishings, the student will identify the common fabrics including: nylon, polyesters, olefins, acetates, and rayon--and list the characteristics of each.

SUGGESTED LEARNING ACTIVITIES:

A. Assign students to collect samples of the common fabrics including: nylon, polyesters, ofefins, acetates, and rayon.

B. Have the students identify the fabrics on pieces of upholstered furniture in the building.

C. Arrange role playing situations in which students, assuming the role of salespeople, encounter customers with special needs. The salesperson will analyze the need and suggest appropriate fabrics for upholstered furnishings.

D. Borrow a book of upholstery swatches from a furniture store. Ask students to identify and list characteristics of each swatch.

Competencies that may be developed in this section include:

1) Translates product information.
2) Interprets protective measures behind standards, grades, or labels.
3) Interprets merchandise guarantees and directions to customers.
4) Aids customer in selecting a fabric.
5) Gives customer information about care procedures for fabrics.

FOCUS: Design

OBJECTIVE: Given a number of pictures of room arrangements and displays, the student will be able to identify and explain the application of the following principles:

1) Balance
2) Proportion
3) Harmony
4) Rhythm
5) Emphasis
6) Contrast

whenever the principle has a definite role in the room arrangement or display.

SUGGESTED LEARNING ACTIVITIES:

A. Have students clip and mount pictures taken from home decorating magazines that depict each of the following principles: balance, proportion, harmony, rhythm, emphasis, and contrast. Each mounting should be clearly labeled.

B. Assign students into small groups. Each group will find pictures illustrating application of the principles. The students will then make slides of the selected pictures and write an accompanying narrative script. The group will then record the script and present the slide/tape project.

C. Using doll house furnishings, assign students to construct room arrangements which depict each of the principles of design.

D. Arrange for students to visit a home furnishings store which displays several mock-room arrangements. Ask the students to identify mock-room layouts which show application of the principles.

Competencies that may be developed in this section include:

1) Selects merchandise for display that is seasonable and timely.
2) Constructs merchandise displays.
3) Arranges mock-room displays.
4) Uses color, harmony, balance, and proportion in display construction.
5) Suggests compatible types of furniture.

FOCUS: Design and Arrangement

OBJECTIVE: Placed in actual or simulated mock room, the student will select and arrange home furnishings demonstrating
1) use of line
2) use of shapes
3) use of texture and colors
with the outcome being the effect of order and beauty.

SUGGESTED LEARNING ACTIVITIES:

A. If the cooperative method is used, suggest to the training sponsor that one on-the-job learning activity call for the student to select furnishings and arrange a mock-room display.

B. Approach a local real estate firm, that may be planning an open house in a model home, with the idea of allowing students to select and arrange the furnishings to be displayed in the model home.

C. Invite an interior decorator to present slides or pictures of design and arrangement that reflect good taste and beauty. The interior decorator can highlight points during the presentation.

D. Ask the students to draw scale-model rooms. The students can then determine the placement of furnishings. Color swatches, paint chips, and wallpaper samples can be included to demonstrate use of texture and colors.

Competencies that may be developed in this section include:

1) Uses initiative and imagination.
2) Works without close supervision.
3) Manages time and materials efficiently.

4) Keeps merchandise attractively arranged.
5) Arranges selling stock.
6) Constructs merchandise displays.
7) Arranges attractive mock-room displays.
8) Arranges showings of new merchandise models, lines, and fashionable changes.
9) Sketches floor plans.
10) Suggests compatible types of furniture.
11) Suggests furniture suited for the type and size of home.

FOCUS: Color Coordination

OBJECTIVE: Given a list of colors and a list of color symbolisms and associations, the student will match each color with the color's symbolism with a 90 percent degree of accuracy.

SUGGESTED LEARNING ACTIVITIES:

A. Assign students to compile a list of colors and corresponding color symbolisms.

B. Require students to select and clip illustrations from magazines that depict pleasing color combinations. The students should then identify each color and list the corresponding symbolisms.

C. Invite an interior decorator to discuss the use of color in achieving desired outcomes and purposes.

D. Prepare a list of effects to be achieved through the use of color (i.e. a larger appearing room, a smaller appearing room, a cool appearance, a warm appearance, etc.). Have students identify colors that can be used to achieve the various effects.

Competencies that may be develped in this section include:

1) Aids customers in coordinating colors.
2) Makes decisions on colors to be purchased.

FOCUS: Color Coordination

OBJECTIVE: Given a color sample from either a wall covering, a fabric, a picture, or a floor covering, the student will collect samples of the other materials which would coordinate with the color sample to achieve a color scheme that the customer finds desirable.

SUGGESTED LEARNING ACTIVITIES:

A. Assign students to make their own color wheel Using water colors, students will mix paints to discover how colors are derived.

B. Obtain a number of decorative objects, wall covering samples, fabrics, pictures, and floor covering samples. Set up role playing situations in the merchandising laboratory in which some students assume the role of customers and present the objects to be coordinated with a planned purchase. The planned purchases can consist of a variety of furnishings. The salesperson will suggest colors that will complete the color scheme.

C. Assign students to decorate and furnish a doll house using a desirable color scheme.

D. Obtain samples of fabrics, floor coverings, paint-chips, wall-paper samples, etc. Ask students to coordinate the samples to achieve a desirable color coordination.

Competencies that may be developed in this section include:

1) Evaluate customer's need.
2) Aid customers in coordinating colors.

FOCUS: Merchandise Knowledge

OBJECTIVE: Placed in a simulated or actual sales position and given a customer interested in floor coverings, the student will be able to answer questions concerned with vinyl, asphalt tile, cork tile, rubber tile, and linoleum as related to 1) traffic, 2) maintenance, 3) durability, 4) comfort, 5) appearance, and 6) price --to the satisfaction of the customer.

SUGGESTED LEARNING ACTIVITIES:

A. Ask students to prepare fact sheets about each of the floor coverings identified in the above objective. The fact sheets will contain the following sections: Characteristics, Size (available), Care, and Suggested Areas.

B. Prepare a number of questions which customers might raise such as:

Will this covering crack or be dented by furniture?

Which of the coverings provide cushion and quietness?

In role playing situations, provide the customer with the prepared questions. The salesperson should be expected to answer the questions accurately, adequately, and to the customers' satisfaction.

C. Ask students to collect samples of each of the floor coverings identified in the objective. Then, applying the concept of "decorating from the floor up," the students will select wall coverings, curtains, and furnishings that would result in a tastefully decorated room. The floor covering selected for each individual room should be appropriate for traffic, noise absorption, comfort, etc.

D. Consumers usually consider six factors in selecting floor coverings: traffic, maintenance, durability, comfort, appearance, and price. Ask students to analyze each of the floor coverings identified in the objective in terms of the six factors. Their findings may then serve as the basis for a discussion or panel presentation.

Competencies that may be developed in this section include:

1) Evaluates customer need.
2) Demonstrates merchandise--uses and care.
3) Points out hidden values of merchandise.
4) Knows where to look for product information.
5) Translates product knowledge.
6) Answers customer objections.
7) Emphasizes quality features of merchandise.

FOCUS: Merchandise Knowledge

OBJECTIVE: Given samples of various carpet textures, the student will identify and list the advantages and disadvantages of each of the following:

1) shag
2) plush
3) shag-plush
4) random shear
5) two level looped
6) two level looped - uncut
7) one level looped - uncut

consistent with identity standards and characteristics cited by manufacturers.

SUGGESTED LEARNING ACTIVITIES:

A. Have the students collect small samples of each type of carpet texture. The student will then list the advantages and disadvantages of each texture. The corresponding sample and the listing of advantages and disadvantages will then be mounted as a poster.

B. Prepare a number of customer needs such as the following:

A young couple with three small children and two cats need carpeting for a family room--

A large corporation wishes to carpet the executive board room. The emphasis is on elegance--

A fast food service outlet wishes to carpet the dining area. This is an area of heavy traffic subject to spills--

Ask students to apply the advantages and disadvantages of each texture to customer needs.

C. Ask students to survey homes, business establishments, and other buildings in which they enter for three days. They will identify the type of carpet texture that is encountered in each case. Then, applying the

the advantages and disadvantages to each case, the student will react to the appropriateness of the selections identified.

D. Construct role playing situations in which students assuming the roles of salespeople are asked specific questions about various carpet textures and their inherent advantages and disadvantages.

Competencies that may be developed in this section include:

1) Evaluates customer need.
2) Demonstrates merchandise--uses and care.
3) Points out hidden values of merchandise.
4) Shows literature relating to merchandise.
5) Translates product information.
6) Answers customer objections.
7) Emphasizes quality features of merchandise.
8) Aids customers in coordinating colors.

FOCUS: Determining Measurements

OBJECTIVE: Given a room in which a floor covering is to be installed, a yardstick or a meter stick, the student will measure and determine the yards or meters needed with the least amount of waste possible.

SUGGESTED LEARNING ACTIVITIES:

A. If the cooperative method is being used, suggest to the training sponsor that the student accompany another employee to a customer's home to measure for a new floor covering.

B. Have students measure the classroom and laboratory for a new floor covering. Additional competencies can be developed by pretending that a floor covering containing a pattern has been selected. Therefore, the covering must be cut from the length of a roll and waste becomes a consideration.

C. If the school has a building trades program and a home is under construction, assign students to determine the amount of floor covering needed for each room and foyers.

D. Prepare scaled model drawings of various sized and shaped rooms. Assign students to determine the number of yards or meters needed for each room with the least amount of waste possible.

Competencies that may be developed in this section include:

1) Applies basic arithmetic skills.
2) Determines size needed.
3) Converts measurement to yardage.
4) Arranges for alterations.
5) Takes on-site measurements.
6) Writes work orders.

FOCUS: Window Treatments

OBJECTIVE: Given a number of purposes to be considered such as 1) provide color, 2) provide texture, 3) have a softening effect, 4) assure privacy, 5) give warmth and coziness, 6) hide or alter an undesirable view, or 8) provide a flowing lengthwise line in the room--the student will suggest shades, draperies, and curtains that will satisfy the purposes presented by the customer.

SUGGESTED LEARNING ACTIVITIES:

A. Assign students to research basic window types. They should sketch and identify the following:

1) double-hung
2) out-swinging casement
3) in-swinging casement
4) ranch windows
5) bay-windows
6) awning windows
7) bow-windows
8) picture windows
9) dormer windows
10) jalousie windows
11) slanting windows
12) corner windows
13) sliding glass doors
14) double and multiple windows
15) french doors
16) clerestory
17) arched windows
18) glass walls

Students may then suggest appropriate window coverings and accessories.

B. Assign students to measure a window in the school and plan a treatment for the window using shutters, window shades, or curtains, or any combination.

C. In the merchandising laboratory, ask students to role play customers with various purposes to be considered in the selection of window coverings. Students assuming the role of the salesperson will consider these purposes in suggesting an appropriate window covering.

D. Have students find as many of the windows identified in activity A as possible. Upon identifying the windows, the students will analyze the covering to determine the probable purposes as set forth in the objective.

Competencies that may be developed in this section include:

1) Evaluates customer's need.
2) Aids customer in selecting a fabric.
3) Gives customer information about care procedures for fabrics.
4) Writes work orders.
5) Takes on-site measurements.
6) Converts measurement to yardage.
7) Computes cost of fabric from measurement, work specifications, and types of fabrics.

FOCUS: Window Treatments

OBJECTIVE: Given a customer in need of hardware for window treatments, the student will suggest the appropriate rods and fasteners.

SUGGESTED LEARNING ACTIVITIES:

A. In role playing situations, arrange for customers to point out special types of windows and coverings to be used. The salesperson will make appropriate hardware suggestions.

B. Assign students to find different window styles. The student should inspect the hardware used and prepare sketches.

C. Assign students to visit a drapery department or a drapery store. During the visit, the student should examine various fasteners and determine the use of each.

D. If the cooperative method is being used, suggest to the training sponsor that the student accompany employees to install window coverings.

Competencies that may be developed in this section include:

1) Determines customer's needs.
2) Suggests appropriate window covering hardware.
3) Explains procedures for hanging draperies and curtains.

FOCUS: Window Coverings

OBJECTIVE: When asked to identify the characteristics of each of the following fabrics: cotton, linen, silk, dacron, rayon, fiberglas, and orlon,-- the student will recall the important characteristics with a 90 percent degree of accuracy.

SUGGESTED LEARNING ACTIVITIES:

A. Ask students to collect swatches of each of the fabrics identified in the objective. Each swatch should be mounted on a piece of poster paper. Below the mounting, the student will list the characteristics of that fabric.

B. Construct a number of situations which feature customers with special needs. For example:
   1) A lot of construction is going on in the vicinity of the customer's home. The fabric selected will be subject to frequent laundering.
   2) The fabric will be used on a window with a southern exposure. Window blinds are not to be used.
   3) The customer would like a fabric that will permit light to filter into the room when the window is covered.
   4) The customer would like a fabric for a bedroom that is used during the day. The fabric must block outside light.

   Additional situations can be added. The student should compare and contrast the characteristics of each fabric and make appropriate suggestions to the customer.

C. Construct crocs-word puzzles. The cues can be characteristics of fabrics.

D. In the simulated merchandising laboratory, utilize role playing situations in which the customer will raise questions about the characteristics of different fabrics.

Competencies that may be developed in this section include:

1) Evaluates customer's need.
2) Demonstrates merchandise--uses and care.

3) Translates product information.
4) Answers customer objections.
5) Emphasizes quality features of merchandise.
6) Utilizes catalogs.
7) Determines size needed.
8) Converts measurement to yardage.
9) Arranges for alterations.
10) Processes special orders.
11) Interprets protective measures behind standards, grades, and labels.
12) Aids customer in selecting a fabric.
13) Gives customer information about care procedures for fabrics.
14) Accompanies interior designer on visits to customer's home.
15) Computes cost of fabric from measurement, work specifications, and type of fabric.
16) Aids customers in coordinating colors.
17) Aids customers in accessorizing rooms.

FOCUS: Determining Measurements

OBJECTIVE: Given various window types, the student will measure the width and length and determine the size of the window covering and compute, if necessary, yardage or meters needed--with the results allowing the window to function properly and an ample amount of fabric for those treatments which use fabric.

SUGGESTED LEARNING ACTIVITIES:

A. Assign students to measure various windows in the building. The student will then select the type of window covering and determine the number of yards or meters needed.

B. Prepare a list of window dimensions. Assign students to calculate the needed yardage or meters.

C. Suggest to the training sponsor that students accompany another employee to a customer's home to measure for new window coverings.

D. If the school offers a program in building trades and a home is under construction, assign students to select window coverings and measure for the correct size.

Competencies that may be developed in this section include:

1) Applies basic arithmetic skills.
2) Determines size needed.
3) Takes on-site measurements.
4) Accompanies interior designer on visits to client's home.
5) Converts measurement to yardage.
6) Writes work orders.

SOURCE MATERIALS

VOCATIONAL INSTRUCTIONAL MATERIALS
AVAILABLE FROM FEDERAL AGENCIES

Organized subject matter and learning experiences related to various sales and sales-supporting tasks performed by distributive employees and management personnel in retail and wholesale establishments engaged primarily in selling home furnishings such as furniture, household appliances, floor coverings, draperies, and specialized lines of home items.

FURNITURE RETAILING. 04/1967, 8 p. (Rice, J. Wade)
Reference book which may be used as resource material, presented on a secondary level. Document contents include: Furniture Retailing, Bibliography, Information.
Source: Small Business Administration, Free.

INTERIOR DECORATING. 06/1970, 8 p. (Jelley, Herbert M.)
Reference book which may be used as resource material, presented on a secondary level. Document contents include: Interior Decorating, Information, Bibliography.
Source: Small Business Administration, Free.

HOUSEHOLD APPLIANCES AND RADIO-TV - SELLING AND SERVICING. 03/1966, 11 p. (Flewellen, Jr., William C.)
Reference book which may be used as resource material, presented on a secondary level. Document contents include: Household Appliances, Radio-TV, Selling, Servicing, Bibliography, Information.
Source: Small Business Administration, Free.

PAINTING AND WALL DECORATING. 05/1970, 8 p. (Rice, J. Wade)
Reference book which may be used as resource material, presented on a secondary level. Document contents include: Painting, Wall Decorating, Information, Bibliography.
Source: Small Business Administration, Free.

SELLING AND SERVICING HOUSEHOLD APPLIANCES AND RADIO-TV. Student and Teacher booklet, 1966, 11 pages, free.
A bibliography concerning the sale and service of household appliances, TV's, and radios. The references cover data on all types and sizes of electrical and gas appliances, radio and television sets, as well as some high fidelity sound reproducing equipment. It is concerned with merchandising management of the selling and servicing aspects rather than those of equipment development.
Source: Small Business Administration, Free.

INTERIOR DECORATING. Student and teacher booklet, 1965, 8 p. (Jelley, Herbert M.)
A bibliography that presents some of the principal sources of information on interior decorating. They include U.S. Government publications, non-governmental publications, and trade associations. The books and pamphlets listed deal with such topics as: space and shape in interiors, design problems, relating to period and modern styles, and history of furniture design.
Source: Small Business Administration, Free.

GIFT AND ART SHOPS. Student booklet, 1965, 8 p. (Robinson, John W.)
Concerned with small shops that sell moderately priced merchandise of sound quality. Provides a bibliography of some principal sources of information on gift and art shops.
Source: Small Business Administration, Free.

FURNITURE RETAILING. Student and Teacher booklet, 1967, 8 p. (Fice, J. Wade)
A bibliography of resources dealing with the furniture retailing field. A brief summary of the elements involved in this field is given preceding the bibliography.
Source: Small Business Administration, Free.

USED SEWING MACHINES--A GOOD BUY. Student Reference, 1973, 6 p.
This pamphlet is addressed to the parent who is going to purchase a used sewing machine but the material is appropriate for any consumer who is considering purchasing a used machine. Sources of machines, values, types and styles, past care, operating condition, reconditioning and other factors are briefly discussed. The pamphlet is concise and easy to read.
Source: Government Printing Office, (#0100-02894), 25¢.

BUYING A NEW SEWING MACHINE. Student Reference pamphlet, 1973, 11 p.
Many questions, and a few prescriptions of behavior are given to help the prospective sewing machine purchaser make a wise choice. The pamphlet is divided into sections on choosing a machine, testing this machine, how the machine operates, service agreements and guarantees, and tips on buying. Illustrations add interest and aid in clarifying the concepts.
Source: Government Printing Office, (#0100-02859), 25¢.

DISHWASHERS. Student Reference pamphlet, 1972, 21 p.
This pamphlet tells the prospective dishwasher purchaser how a dishwasher works, types of dishwashers available, facts about dishwasher capacity, cleaning ability, versatility, safety and convenience features, cost, service considerations, and how to use and care for a dishwasher. Although somewhat prescriptive, the pamphlet is well organized and contains a great deal of information. Unfortunately, the authors assume

that every dishwasher still has an exposed heating rod or coil, and they neglect to mention such things as handles on portable or convertible dishwashers for convenience. Other appliance pamphlets issued by General Services Administration include air conditioners, vacuum cleaners, and washers and dryers.
Source: Government Printing Office, (#2201-00035), 45¢.

VOCATIONAL INSTRUCTIONAL MATERIALS AVAILABLE FROM STATE EDUCATION AGENCIES

The following materials are available from Industrial Materials Development, Division of Extension, The University of Texas, Austin, Texas 78712. A school purchase order and check or money order must accompany each order and must be made payable to the University of Texas. Catalogs are available. A 2 percent state sales tax or tax exemption certificate is required in addition to prices listed.

APPLIANCE SALES TRAINING ANSWER BOOK. Teacher's Manual. (Cooperative Training.) 1970, 276 pages, $7.00.
This manual contains the answers to questions and problems which follow the information presented in each assignment. There is also helpful information in this manual for assessing the student's understanding of the assigned projects. This publication presents answers to the appliance sales training assignments in the eight volumes entitled: Cooling and Heating Equipment, Dishwashers and Disposers, Home Entertainment Equipment, Home Laundry Equipment, Ranges and Cooking Units, Regrigerators and Freezers, Small Electrical Appliances, and Selling and Management in Appliance Retailing.

COOLING AND HEATING EQUIPMENT. Student's Manual. (Cooperative Education.) 1970, 90 pages, $5.00.
The manual is designed to develop well-informed appliance salespeople. They must learn about such things as equipment, models, capacities, requirements, and expected performance ratings. The publication is made up of 17 assignments covering cooling equipment, air conditioners, heat pumps, humidifiers, and gas and electric heating equipment.

DISHWASHERS AND DISPOSERS. Student's Manual. (Cooperative Training.) 1970, 92 pages, $5.00.
The content is designed to develop an effective salesperson who knows products--not only what they can do, but what they should not be expected to do and why. There are eight assignments dealing with dishwashers and four that cover disposers. A bibliography provides supplemental information sources such as books, reports, magazine articles, and trade materials.

HOME ENTERTAINMENT EQUIPMENT. Student's Manual. (Cooperative Training.) 1970, 96 pages, $7.00.
The content consists of 11 assignments reinforced by related information about sound and television equipment. Much of the material is highly technical, but is is very important to the salesperson and of greater than average interest to high school youth. Some young people could bring to this field considerable first-hand information through their ownership of tape recorder systems, color televisions, and stereo and high-fidelity sound equipment.

HOME LAUNDRY EQUIPMENT. Student's Manual. (Cooperative Training.) 1970, 132 pages, $7.00.
The use of detergents, bleaches, softeners, and finishes has made home laundry a science. A knowledge of scientific home laundry procedures is vital and advantageous to the laundry equipment salesperson. The manual consists of 16 assignments with ample scientific information to challenge the student to this important household equipment area.

RANGES AND COOKING UNITS. Student's Manual. (Cooperative Training.) 1970, 107 pages, $6.00.
This manual basically contains valuable merchandise information. It also presents a method of selling ranges by first learning what the range will do, how it will perform, and ways it can save time and labor. There are 11 assignments in this publication varying from features that sell ranges to the qualities of good cooking utensils. The manual is one in a series of eight, together with a teacher's answer book, that make up a kit of appliance sales training materials available at $45.00.

REFRIGERATORS AND FREEZERS. Student's Manual. (Cooperative Training.) 1970, 87 pages, $5.00.
This manual is written for the trainee. It is presented from the standpoint of product information which, when wisely injected into the sales presentation, provides the salesman and the customer alike with mutual satisfaction. In addition to cabinet design and construction, the 13 assignments present helpful technical knowledge about electro-mechanical refrigeration systems and the gas-absorption refrigeration system. The closing assignment entitled "Dramatize to Sell" stresses a number of features that the salesperson should thoroughly understand to convincingly dramatize his sales presentation.

SELLING AND MANAGEMENT IN APPLIANCE RETAILING. Student's Manual. (Cooperative Training.) 1970, 122 pages, $6.00.
This manual, Selling and Management, recognizes the decision-making role of the appliance store manager. It contains 18 assignments; 11 of these deal with selling and 7 cover the management function in retailing. The

manual is one of a group marketed as an Appliances Sales Training Kit. The eight-item kit and answer book sells for $45.00; however, each manual is individually priced.

SMALL ELECTRIC APPLIANCES. Student's Manual. (Cooperative Training.) 1970, 97 pages, $6.00.
Pertinent product information given to the customer by the informed salesperson is one answer to the question of price. This manual provides information on the use, care, and features of small appliances which should be emphasized when selling. There are 18 assignments with information covering such appliances as food mixers and blenders, toasters, roasters, broilers, coffee makers, and irons.

HOME FURNISHINGS SALES TRAINING KIT. Student material, 8 books.
This kit has been compiled to teach prospective and present home furnishings salespeople how to sell effectively.

The following materials may be ordered from the sources listed.

KITCHEN PLANNING STANDARDS. Student pamphlet, 1965, 12 pages, 25¢.
Although this pamphlet is nine years old, it is still used by many people for the standards it provides for designing and judging kitchen plans. The standards are for kitchens using conventional equipment. Three steps in planning a kitchen are clearly described. They are: 1) choose suitable space standards; 2) plan kitchen location and arrangement; and 3) plan for efficient operation. There is a score card on which some factors have been weighted so that the more serious faults are more visible. The points given also depend upon the total square footage of floor space in the house. Some factors evaluate the kitchen according to the total house area, e.g., a large kitchen as desirable in a large house but as an extravagant use of space in a small house. This information is important for appliances in a new or remodeled kitchen.
Source: Small Homes Council-Building Research Council
University of Illinois
Champaign, IL

CHOOSING AND USING HOME EQUIPMENT. Teacher workbook, 1971, 180 pages, $5.50, (Beveridge, Elizabeth)
This laboratory workbook was originally planned to review and present in capsule form many of the principles which are involved in the understanding of equipment. Equipment is used in this book to refer to large and small appliances, utensils, tools, lighting, and kitchens. Other teachers may wish to modify the material in this book to fit the needs and levels of their students. Some subject matter and references are included but the teacher will find a college text on equipment to be a handy supplement to this workbook. Under each topic in the workbook there is a very brief description, statement(s) of purpose, a listing of equipment and supplies and an outline of procedures for the student to follow.
Source: The Iowa State University Press, Ames, IA

VOCATIONAL INSTRUCTIONAL MATERIALS AVAILABLE FROM TRADE SOURCES

The following materials are available from business organizations and trade associations. The address for each source is listed. Note, prices stated herein are subject to change without prior notice.

CHINA AND GLASSWARE MERCHANDISER. Student book, 161 pages, $6.00.
A sourcebook of information on china and glassware. Includes history, glossary of trade terms, merchandising plans and sales planning aids. Analyzes the scope and responsibility of the buyer's job, cites numerous successful sales promotion techniques including opportunities in the bridal market and in table setting.
Source:
National Retail Merchants Association
100 West 31 Street
New York, NY 10001

CREATIVE FURNITURE ARRANGEMENTS. Student folder, free.
A chart plus gummed stickers labeled "chest," "bed," "dresser," "buffet," "room divider," "chair," "sofa," "desk," etc. for planning a room.
Source:
Broyhill Furniture Factories
Lenoir, NC 28645

BEFORE YOU BUY . . . WHAT YOU SHOULD KNOW ABOUT UPHOLSTERY FABRICS.
Student book, 28 pages.
Describes Du Pont's Antron nylon flat and pile fabrics that are used to cover furniture cushions, padding, and webbing. Sums up the types of fabric, patterns and colors suitable for French, Chippendale, Hepplewhite, and other traditional furniture; American, French, and Italian Provincial; and contemporary furniture. Tells how to check nylon upholstery for quality and comfort and how to keep it clean. Contains a few rules for choosing colors.
Source:
Textile Fibers Dept.
E. I. Du Pont de Nemours & Co., Inc.
Wilmington, DE 19798

COLOR NEWSREEL. Teacher film, 28 minutes.
A movie featuring 7 rooms by internationally known interior designers. The role of paint and colors in modern home decoration is dramatized.
Source:
National Paint, Varnish and Lacquer Assn.
Classroom Service Department
Modern Talking Picture Service
1212 Avenue of the Americas
New York, NY 10036

ACCENT DECOR. Student movie, 10 minutes.
Features interior designer, William Pahlman, creating room designs from English Regency to exotic Oriental.
Source:
Scott Paper Co.
Classroom Service Department
Modern Talking Picture Service
1212 Avenue of the Americas
New York, NY 10036

DECORATING KIT. Teacher material for 50 students, 96 pages, $6.00.
A Teaching Kit that contains a 96-page "Primer of Early American Home Decorating," fabric swatches, six stencils including room planning graph, how to achieve the Early American look, window treatments, estimating yardage and decorating hints.
Source:
Tell City Chair Co.
Tell City, IN

COLOR IN HOME FURNISHING. Teacher kit, $10.00.
A teaching kit with 2 full color filmstrips, a room color coordinator with 450 pieces of paper furniture.
Source:
Educational & Consumer Relations
J. C. Penney Company, Inc.
1301 Avenue of the Americas
New York, NY 10019

DECORATIVE WAYS TO REFINISH FURNITURE. Teacher program kit.
Focuses on how wood paneling and furniture can be protected with stain and beautiful with color.
Source:
Women's Activities
Pittsburgh Plate Glass Co.
One Gateway Center
10 North
Pittsburgh, PA 15222

FASHIONS FOR THE BEAUTIFUL BEDROOM. Student book, 45 pages, free.
Catalogs Bates bedspreads and tablecloths, and sketches ways to make headboards, canopies, curtains or draperies, also cover walls, folding screens, or open-work doors of cabinets.
Source:
Education Department
Bates Fabrics, Inc.
112 West 34 Street
New York, NY 10001

FASHIONS FOR FLOORS. Student book, 26 pages.
Shows how different carpets set off a room. Shows tweedy carpets in casual rooms, pale carpets in traditional settings, and textured carpets in modern rooms. Sketches accent rugs for brightening a room.
Source:
Bigelow-Sanford, Inc.
140 Madison Avenue
New York, NY 10016

FINE HARDWOODS MAKE FINE FURNITURE. Teacher program kit, available on loan.
The history of furniture and samples of hardwood. Includes 34 color slides, script, and a spiral-bound booklet.
Source:
Fine Hardwoods Assn.
666 Lake Shore Drive
Chicago, IL

FINE HARDWOODS SELECTORAMA. Student book, 60 pages, $1.20.
Charts physical properties of hardwoods, tells how modern technology changes hardwood into new forms and offers a selection guide with definitions of terms associated with hardwoods.
Source:
Fine Hardwoods Assn.
666 Lake Shore Drive
Chicago, IL 60611

"501" COLOR WHEEL COORDINATOR. Student folder, free.
Contains 10 color schemes for carpet, wall, and accent colors in a room.
Source:
Carpet Marketing
E. I. Du Pont de Nemours & Co., Inc.
Wilmington, DE 19898

FURNITURE INFORMATION. Student material, 3 booklets, 25¢.
Discusses furniture styling, fabrics, quality and construction.
Source:
Consumer Education Div.
Kroebler Manufacturing Co.
Naperville, IL

HOME FURNISHINGS SLIDES. Teacher material, 10 sets of slides, Available on loan.
Illustrates Avisco fibers used in home settings.
Source:
American Viscose Div.
FMC Corp.
1617 John F. Kennedy Boulevard
Philadelphia, PA 19103

GREAT BEGINNINGS. Student book, 23 pages.
Tells how color creates warm and cool moods and how it can be used to make a room seem larger or a ceiling seem lower. Describes different styles of furniture and carpets; presents tips for making a room interesting.
Source:
Bigelow-Sanford, Inc.
140 Madison Avenue
New York, NY 10016

KEEPING UP WITH CRESLAN. Student book, 66 pages.
Checks off the merits of this man-made fiber and lists the ways it is being used in carpets, clothing, draperies, and wall coverings that are easy to keep clean.
Source:
American Cyanamid Co.
Berdan Avenue
Wayne, NJ

LET'S TALK ABOUT CARPETS. Student booklet, 6 pages, free.
Presents some basic facts about various fibers and illustrates Du Pont's "501" Nylon, its various colors and textures.
Source:
Product Information Section
Textile Fibers Department
E. I. Du Pont de Nemours & Co., Inc.
Centre Road Building
Wilmington, DE 19798

LIVE IN COLOR. Student booklet, 6 pages, free.
Depicts the practical qualities of carpets made with Creslan: color fastness, soil resistance, durability, and nonallergenic properties.
Source:
Fibers Division
American Cyanamid Co.
111 West 40th Street
New York, NY 10018

NEW FASHION IDEAS FOR BATHROOMS. Student book, 31 pages, free.
Offers different styles for decorating a bathroom with sunken tubs, carpeting, striped tile patterns, wallpaper, antiques, plants, murals, draperies and color. Includes a color chart for floors, tiles, paint, countertops, curtains, and towels.
Source:
Plumbing and Heating Division
American Standard
40 West 40 Street
New York, NY 10018

NEW ROOMS FOR OLD. Teacher slide presentation, Available on loan.
A teacher's manual plus color slide programs on home furnishings.
Source:
Celanese Fibers Co.
Consumer Relations
522 Fifth Avenue
New York, NY 10036

RETAILERS' GUIDE TO BUYING APPLIANCES. Student book, 16 pages, $1.50.
Provides information on consumer information, dealer information and product service. Tells how to buy so that one will get his money's worth, protect customers and himself, tie in with the "consumer information trend" and make customers come back to buy again.
Source:
National Retail Merchants Association
100 West 31 Street
New York, NY 10001

SENG FURNITURE FACTS. Student book, 200 pages, $1.00.
Illustrates a history of furniture design and function, and explains details of construction, upholstering, protection from moths, etc. Describes furniture woods, plastics, fabrics, and other materials and defines furniture names and technical terms. Covers decorating rules, including advice on curtain and draperies, carpets and rugs, and flooring materials. Contains a section on office furniture, sleeper sofas, mattresses, and bedframes.
Source:
The Seng Co.
1450 North Dayton Street
Chicago, IL 60622

THE SENG DECORULE. Student material, 50¢.
A guide to furniture periods that charts the wood, related furniture styles, wall and floor coverings and fabrics for period rooms.
Source:
The Seng Co.
1450 North Dayton Street
Chicago, IL 60622

WONDERFUL WORLD OF HARDWOODS. Student movie, 13 1/2 minutes.
Shows how hardwood plywood is made and how it is bringing fine cabinet woods within the budget of the average family.
Source:
Fine Hardwoods Association
Hardwood Plywood Manufacturers Assn.
Modern Talking Picture Service
1212 Avenue of the Americas
New York, NY 10036

HIDDEN VALUE SERIES. Films and filmstrips.
"Color in Home Furnishings," "Decorating Made Easy," "Furniture Selection," "How to Select Floor Covering," "How to Select Furniture," "Let's Decorate the Bathroom," "Window Treatment."
Source:
Sears, Roebuck and Company
Consumer Education Division
925 South Homan Avenue
Chicago, IL 60607

KROEHLER HOME FURNISHINGS CLASSROOM KIT. $6.00.
Source:
Kroehler Manufacturing Company
Naperville, IL

HOW TO MAKE YOUR WINDOWS BEAUTIFUL. Pamphlet, 50¢.
Source:
Kirsch Company
Sturgis, Michigan

TRENDS IN HOME FURNISHINGS. Pamphlet.
Source:
J. C. Penney Company, Inc.
330 W. 34th Street
New York, NY

MICROWAVE OVENS: ANSWERS TO FREQUENTLY ASKED QUESTIONS. Student Reference, 1971, 3 pages, single copy free, 5¢ in quantity.
Twelve questions and answers explain concerns of potential microwave range purchasers. Size, cost, cookbooks, cookware, safety, cooking principles, and electrical requirements are briefly discussed. This is a reprint from Forecast for Home Economics.
Source:
Association of Home Appliance Manufacturers
20 North Wacker Drive
Chicago, IL 60606

SAFE ELECTRICAL PRACTICES. Student Reference, 6 pages, pamphlet, single copy free, 10¢ in quantity.
Basic electrical terms, electrical shock, insulation and grounding are very clearly explained. The high school or advanced student will be aided in understanding why most appliances should be grounded, how this can be done, what may happen when the human body receives an electrical shock, and what factors determine the severity of the shock. Six illustrations help to clarify these concepts.
Source:
Association of Home Appliance Manufacturers
20 North Wacker Drive
Chicago, IL 60606

ABC'S OF MICROWAVE COOKING. Student Reference, 25 pages, pamphlet, single copy free, 15¢ in quantity.
The principles of microwave energy and microwave cooking are thoroughly explained in depth. In addition to clarifying the concept of microwave energy, the concepts of heat production, speed, microwave power and properties, safety, browning, size grading, food geometry, shielding, micro-biology, containers and packaging materials and effects on nutritive values of foods are discussed. A list of references is included. This information is necessary for a consumer considering the purchase of a microwave oven.
Source:
Association of Home Appliance Manufacturers
20 North Wacker Drive
Chicago, IL 60606

HOW TO BUY USED LAUNDRY APPLIANCE. Student Reference, pamphlet, free.
A checklist is utilized to suggest questions the customer buying a used washer or dryer needs to answer before purchasing. The first section suggests sources of used appliances and mentions only dealers, utilities and want ads.
Source:
The Maytag Company
Newton, IA 50208

YOUR EQUIPMENT DOLLAR. Student Reference, 1973, 40 pages, pamphlet, 25¢ or $3 for a set of 12 comprehensive consumer education booklets. This clear, concise booklet lists some points to consider when you shop for household equipment. A valuable buying guide with simple, factual information covers major kitchen appliances, water softening equipment, water heating equipment, major laundry appliances, floor care appliances, and portable electric appliances. Some helpful tips on servicing and safety are also included.
Source:
Household Finance Corporation
Money Management Institute
Prudential Plaza
Chicago, IL 60601

YOUR HOME FURNISHING DOLLAR. Student Reference, 1973, 40 pages, pamphlet, 25¢ or $3 for set of 12 comprehensive consumer education booklets.
This accurate and well organized booklet provides an introduction to help one determine his/her basic values, preferences, interests, and activities. A helpful discussion of the elements and principles of design and furniture arrangement is given. Also included is a clear, concise buying guide for such items as furniture, floor and wall coverings, window treatments, lighting equipment, and accessories.
Source:
Household Finance Corporation
Money Management Institute
Prudential Plaza
Chicago, IL 60601

MACAP--REPRESENTING CONSUMERS AT THE HIGHEST LEVEL OF INDUSTRY. Student Reference, 6 pages, pamphlet, single copy free.
The brief gatefold pamphlet describes the composition and functions of the Major Appliance Consumer Action Panel. The pamphlet also recommends ways for consumers to get the best performance and satisfaction from their appliances and what to do if a problem develops. Small as it is, the pamphlet also answers these questions: 1) What is MACAP? 2) What does MACAP do? 3) How do you handle individual complaints? 4) What information is needed when reporting appliance problems?
Source:
Major Appliance Consumer Action Panel
20 North Wacker Drive
Chicago, IL 60606

CHOOSING AND USING YOUR AUTOMATIC DISHWASHER. Student Reference, single copy free, additional copies 10¢ each.
Unfortunately this publication addresses itself to "homemakers" and "women" and this may offend some students. It lists the advantages, features, standards, kinds of dishwashers, how to use and care for the dishwasher, and several kitchen floor plan arrangements are illustrated. The pamphlet is particularly appropriate for consumers about to purchase dishwashers.
Source:
Association of Home Appliance Manufacturers
20 North Wacker Drive
Chicago, IL 60606

CONSUMER RECOMMENDATIONS ON THE SAFE USE OF APPLIANCES. Student Reference, 12 pages, pamphlet, single copy free, 10¢ in quantity.
General recommendations for safe use of electricity, gas, and appliances and recommendations for specific appliances are included in this colorful pamphlet. Some of the recommendations are stated as negative commands and some are written as prescriptions, but most students with reading levels of 10 or above will be able to read the information quickly and obtain an idea of things they should and should not do with appliances.
Source:
Association of Home Appliance Manufacturers
20 North Wacker Drive
Chicago, IL 60606

MICROWAVE OVENS AND SAFETY. Student Reference, 8 pages, pamphlet, single copy free, 7¢ each in quantity.
The various aspects of safety in microwave cooking are clearly explained. The types of energy, characteristics of microwaves, safety standards, manufacturing controls and consumer responsibilities are described.
Source:
Association of Home Appliance Manufacturers
20 North Wacker Drive
Chicago, IL 60606

LET'S BE REALISTIC AND FAIR ABOUT APPLIANCE SERVICING. Student Reference, 4 pages, pamphlet, single copy free, additional copies 5¢ each.
This is a reprinted article from What's New In Home Economics? The reasons for appliance servicing and its costs are very well explained and realistic. The warranty, manufacturers' responsibility, and homemakers' responsibility are thoroughly described.
Source:
Association of Home Appliance Manufacturers
20 North Wacker Drive
Chicago, IL 60606

YOUR CHILD TRUSTS YOU. Student Reference, 4 pages, pamphlet, free.
This is a somewhat prescriptive pamphlet concerning the prevention of refrigerator or freezer entrapment. Some safety precautions to take when storing or discarding a refrigerator or freezer are discussed. Supervision of child's play and teaching children about the dangers of entrapment are stressed.
Source:
Assocation of Home Appliance Manufacturers
20 North Wacker Drive
Chicago, IL 60606

GAS RANGE INFORMATION. Student Reference, 6 pages, pamphlet, free.
An easy-to-use summary of gas ranges shows illustrations of five types of ranges and features which they may have. There is also a chart listing manufacturers and ranges they produce (available widths and types, colors, top burner selection, griddle, oven width and features, and broiler information), a summary of the two gas oven cleaning systems, two charts showing manufacturers of ranges utilizing each cleaning system and additional information about the ovens, and a list of manufacturers' addresses and the trade names they utilize. This information could be useful for consideration before purchasing a range.
Source:
Gas Appliance Manufacturers Association
1901 North Fort Myer Drive
Arlington, VA 22209

HOW TO CARE FOR A NEW GAS RANGE. Student Reference, 4 pages, pamphlet, free.
Half of the pamphlet explains the two types of automatic oven cleaning systems and their care. This is important information for a consumer interested in buying a self cleaning oven. The remainder of the space is used to list recommendations and describe care of the range exterior, cleaning the oven by hand, and cleaning the broiler. No illustrations are included and there are some prescriptions of behavior.
Source:
Gas Appliance Manufacturers Association
1901 North Fort Myer Drive
Arlington, VA 22209

A CONSUMER GUIDE TO GAS RANGE SELECTION. Student Reference, 12 pages, pamphlet, 25¢ (20¢ each in quantities of 50 or more).
Although the pamphlet is written for consumers interested in purchasing gas ranges, there is a great deal of information included which is appropriate for students learning about gas ranges. Considerations

before purchase, styles and sizes of ranges, color, exterior finishes, top burner (arrangements, location, types), ovens, programmed ovens, oven cleaning, broilers, features and accessories, cleanability, and installation are included. Some statements are prescriptive.
Source:
American Gas Association
1515 Wilson Boulevard
Arlington, VA 22209

ANSWERS TO THE MOST ASKED QUESTIONS ABOUT GAS DRYERS. Student Reference, 1971, pamphlet, 100 for $2.00.
The question and answer format is used to summarize the important concepts of using and installing a gas dryer. The pamphlet does point out that gas dryers are generally cheaper to operate than electric dryers but it does not discuss initial purchasing or maintenance costs of the two kinds of dryers.
Source:
American Gas Association
1515 Wilson Boulevard
Arlington, VA 22209

WATCH THE MARK OF ZERO! Student Reference, pamphlet, $3.50 per 100 plus 25¢ handling charge.
The pamphlet is designed to tell the consumer how to handle frozen food in order to maintain its highest quality. The importance of storage at 0°F is stressed. The consumer is told how to check the freezer temperature, how to adapt home storage procedures to the capability of the freezer, how to shop for frozen foods and what to do when the freezer stops operating. In addition, each educator can obtain a free poster, 22 x 14 1/2 inches, with same title as the pamphlet. The poster is reprinted from the September 1973 issue of Forecast for Home Economics. The information on the back of the poster is similar to that in the pamphlet. There are additional sections on comparing costs of frozen and fresh foods and menus composed of frozen foods. The section on power failure has been omitted on the poster.
Source:
American Frozen Food Institute
919 18th Street, N.W.
Washington, DC 20006

YOUR HANDBOOK OF GAS RANGES AND DRYERS. Teacher Reference, 22 pages, pamphlet, 50¢, 40¢ each in quantities of 100 or more.
This handbook is written for teachers, students, and homemakers. A section near the end of the pamphlet contains suggested class activities,

a glossary, related references, and names and addresses of manufacturers. The remainder of the pamphlet is divided into sections of activities before purchasing, selecting a gas range, using a gas range, selecting a gas dryer, and using a gas dryer. Formulas for computing operating costs of gas and electric ranges and dryers are included. Many of the sections go into depth and some behaviors are prescribed.
Source:
American Gas Association, Inc.
1515 Wilson Boulevard
Arlington, VA 22209

REFRIGERATION EQUIPMENT. Teacher Reference, curriculum guide, $15.00 for the kit.
The teacher's guide contains suggested teaching objectives, student activities, references, and addresses of refrigeration companies. A 16 page, illustrated pamphlet, "Discovering Refrigeration Equipment" contains four presentations from the 1971 Home Appliance Conference on the new developments in refrigerators and freezers and their selection, use and care. There are 35 copies of the pamphlet in the guide and the pamphlet may be purchased seperately for 25¢ a copy. There are also 35 copies of the "Your Child Trusts You" pamphlet which is reviewed in the Health Services section of this publication. The three filmstrips and a 49 min. cassette which are correlated to the four presentations in the first pamphlet were not reviewed. These audio visual materials may be ordered apart from the guide, on a loan of purchase basis. The filmstrips are $4.00 each and the cassette cartridge is $2.50.
Source:
Association of Home Appliance Manufacturers
20 North Wacker Drive
Chicago, IL 60606

KITCHEN CLEAN-UP EQUIPMENT. Teacher Reference, curriculum guide, $15.00 for the kit.
The teaching guide includes suggested lesson objectives, activities, references, and addresses of appropriate manufacturers related to dishwashers, disposers, and trash compactors. In addition, 35 copies of a student booklet are included. It contains eight presentations from the 1971 Home Appliance Conference, is 20 pages, illustrated, and has an approximate reading level of 11-12. The audio visual materials were not reviewed. They include a 68 minute cassette cartridge of the eight presentations in the student booklet and three filmstrips to accompany the presentations. If desired, the student booklets can be ordered separately for 25¢ each, and the audio visual materials may be ordered on a loan or purchase basis. Purchase price of the filmstrips is $4.00 each and the cassette cartridge can be purchased for $2.50.
Source:
Association of Home Appliance Manufacturers
20 North Wacker Drive
Chicago, IL 60606

STUDENTS VERSUS APPLIANCES. Teacher Reference, 1971, 3 pages, pamphlet, single copy free, 5¢ each in quantity.
This article is based on a talk Mrs. Bostick gave at the 1970 National Home Appliance Conference. The article was originally printed in the February 1971 issue of What's New in Home Economics, and it has since been reprinted by A.H.A.M. Mrs. Bostick, an associate professor at Wayne State University, suggests a unit on the selection and use of equipment that high school teachers might teach. She stresses consumer education and decision making. Topics, the order in which to teach them, and teaching techniques are included.
Source:
Association of Home Appliance Manufacturers
20 North Wacker Drive
Chicago, IL 60606

PORTABLE APPLIANCES: THEIR SELECTION, USE AND CARE. Teacher Reference, 1971, 187 pages, $5.00.
In addition to using this as a reference, teachers might like to make the first half of this book available as a student reference. Each portable appliance is colorfully illustrated and the description includes design and features, purchase, and use and care. Thirteen personal care appliances are included as well as the home portable appliances. At the beginning there are sections on consumer guidelines, adequate wiring, wattage requirements, electrical terms, safety and storage. The last part of the book contains learning experiences, a list of concepts and generalizations (although it is suggested that students form their own), a listing of supplementary materials, printed originals to use in preparing transparencies for overhead projection, and questions relating to each printed original. This reference is very comprehensive, unbiased, and accurate.
Source:
Sears, Roebuck and Company
Association-Sterling Films, Inc.
Agents for Sears Consumer Information Services
512 Burlington Avenue
LaGrange, IL 60525

COOKING EQUIPMENT. Teacher Reference, resource kit, $10.00.
Ranges and microwave ranges are the subjects of a teacher's guide, cassette, filmstrip, and three student handouts (35 copies each). There is depth in the subject matter, and the teacher's guide contains the addresses of major range and microwave manufacturers as well as a long list of references.
Source:
Association of Home Appliance Manufacturers
20 North Wacker Drive
Chicago, IL 60606

HOME LAUNDRY EQUIPMENT. Teacher Reference, curriculum guide, prices stated below.

The teacher's guide contains suggested teaching objectives and classroom activities, references, and addresses of appropriate manufacturers. (Single copy free--additional copies 10¢ each.) With the guide are single copies of the handbooks or references. These included "Designing the School Laundry Center" by Helen N. Tangen (Single copy free--additional copies, 5¢ each); "20th National Home Laundry Conference Proceedings Book," 16 pages, six presentations (Single copy $1.00--additional copies 50¢ each); and "Home Laundering Terms," 31 pages, 200 definitions (Single copy free--additional copies 10¢ each). Reading level of student materials 11-12. A home Laundry Classroom Kit is available for $15.00. It contains the teacher's guide, "Designing the School Laundry Center," 35 copies of the 16 page handbook, a 57 minute cassette correlated to the presentations in the handbook, a kit containing 35 copies of "Home Laundering Terms," and two filmstrips on "Purchasing Considerations for Washers" and "Purchasing Considerations for Dryers."

Source:
Association of Home Appliance Manufacturers
20 North Wacker Drive
Chicago, IL 60606

AIR TREATMENT EQUIPMENT. Teacher Reference, curriculum guide, $15.00 for the kit.

Room air conditioners, dehumidifiers and humidifiers are the subjects of this guide. The teacher's portion contains teacher objectives, student activities, references and addresses of air treatment equipment manufacturers. Thirty-five copies of "Discovering Air Treatment Equipment," a 20 page illustrated pamphlet containing seven presentations from the 1971 Home Appliance Conference, are included. (Pamphlets may be purchased separately for 25¢ each.) There are also 35 "AHAM Cooling Load Estimate Forms." These enable the advanced student to calculate the size room air conditioner he will need to cool a specific area. (Single copy free; pad of 50 forms $1.00, if purchased separately.) "How to Choose the Room Air Conditioner Best Suited For You" is a 15 page booklet which explains the factors a consumer needs to know in order to choose a suitable room air conditioner. Thirty-five copies of this booklet are included with the guide, but separately, a single copy is free and additional copies are 10¢ each. There is also a 75 minute cassette correlated to the seven presentations and two filmstrips included in the guide. The audio visual materials were not reviewed. They may be purchased separately at $4.00 each for the filmstrips and $2.50 for the cassette cartridge, or they may be ordered on a loan basis.

Source:
Association of Home Appliance Manufacturers
20 North Wacker Drive
Chicago, IL 60606

VOCATIONAL INSTRUCTIONAL MATERIALS AVAILABLE FROM PUBLISHING SOURCES

The following materials are available from printing and publishing companies. The address for each source is listed. Note, prices stated herein are subject to change without notice.

PROFITABLE FURNITURE RETAILING: FOR THE HOME FURNISHINGS MARKETS. Student book, 1967, 240 pages, $7.95. (Slom, Stanley)
The new trends which are revolutionizing the home furnishings industry, creating fierce competition, endangering small-to-medium-volume dealers. Gives advice on efficient advertising, buying, warehousing, credit and collection.
Source:
Fairchild Publications Inc.
7 East 12 Street
New York, NY 10003

HOW TO SELL AT RETAIL: TV, APPLIANCES & HOME IMPROVEMENTS. Student book, 1968, 192 pages, $7.95. (Monaghan, Patrick)
Contains the latest product, merchandising and marketing information and a broad range of pointers for successful salesmanship; the art of "high-end" selling against discount items, home selling, gaining customer confidence.
Source:
Fairchild Publications, Inc.
7 East 12 Street
New York, NY 10003

HOW TO SELL HOME EQUIPMENT. Student book, 168 pages, $1.00.
A step-by-step guide to selling home equipment. Discusses the human aspects of salesmanship, from arousing interest to building a steady clientele. Several chapters provide advice for the salesman who want to start his own store.
Source:
Fairchild Publications, Inc.
7 East 12 Street
New York, NY 10003

HOW TO SELL FURNITURE. Student book, 1971, 188 pages, $5.95.
A training guide for the retail furniture salesman. Covers the broad new areas and challenges in furniture selling: the results of a new

emphasis on leisure living, the "second home," and of the influence of both fashion and science. Interpreted for the salesman is the new importance of casual and summer furniture; of plastic furniture as well as plastic parts and decorations; of the use of color, the "super-finishes," the new fabrics; of selling environment--the Total Look; and of the Youth Market's requirements. New credit rulings are discussed, the techniques of credit-backed big ticket selling and the role of service as an aid to sales. Includes a survey of furniture styles and illustrated sections on furniture.
Source:
Fairchild Publications, Inc.
7 East 12 Street
New York, NY 10003

HOW TO SELL DOMESTICS AND LINENS. Student book, 1962, 56 pages, $1.50. (Levine, Albert R. Levine)
A guide to selling domestics and linens properly, profitably and in volume. Provides basic information on various departments, such as bedding, bath accessories and linens for dining and kitchen use.
Source:
Fairchild Publications, Inc.
7 East 12 Street
New York, NY 10003

FAIRCHILD'S DICTIONARY OF HOME FURNISHINGS. Student and Teacher books, 1972, Vol. I 300 pages, Vol. II 250 pages, $15.00 per volume.
A two-volume set covers every practical retailing aspect of home furnishings. Vol. I covers styles, periods, designers, makers, components, materials, manufacture and finishings of Contemporary, Traditional and Antique Furniture. Included are the latest terms on: plastics and synthetics, lesser-known imported woods, machinery and manufacturing, the latest selling and retailing methods. Volume II covers resilient and soft surface floor coverings, fabrics and fibers, lamps and decorative accessories. Included are the latest terms on: important machinery used in manufacturing, the production and molding of raw materials.
Source:
Fairchild Publications, Inc.
7 East 12 Street
New York, NY 10003

THE ART OF HOME FURNISHINGS. Teacher's Guide, 1976, 310 pages.
Contains: elements and principles of design, using design for room arrangements or displays, color--principles and applications, floor coverings, window treatments, wall treatments, furniture, accessories,

selling and careers. The guide includes resource lists and transparency masters.
Source:
Ohio's Distributive Education Materials Laboratory
The Ohio State University
1885 Neil Avenue, 115 Townshend Hall
Columbus, Ohio 43210

BEGINNINGS OF INTERIOR ENVIRONMENT. Student book, 1972, $13.95. (Allen, Phyllis)
An illustrated guide to home furnishings, accessories, and interior design.
Source:
Brigham Young University
Provo, Utah

THE CONCISE DICTIONARY OF INTERIOR DECORATING. Student book, 1973, $7.95. (Weiss, Lillian)
Reference guide to the basic items pertaining to home decorating, furniture styles, ornamental fixtures, fabrics, antiques, and room accessories.
Source:
DoubleDay Publishing Company
New York, NY

THE ART OF MAKING HOUSES LIVEABLE. Student book, 1972, $9.95. (Stevenson, Peter)
Offers building and decorating suggestions for transforming unimaginative, mass-produced housing into interesting, functional and personalized environments.
Source:
Chilton Publishing Company
Radnor, PA

HOUSEHOLD FURNITURE AND INTERIOR DECORATION. Student book, 1971, $4.00. (Hope, Thomas)
A classic style book illustrating interiors and furniture of the English Regency period.
Source:
Dover Publishing Company
New York, NY

INTERIOR SPACE DESIGN. Student book, 1973, $7.95. (Frankel, Virginia)
Provides ideas for planning and furnishing modern rooms that are both practical and aesthetically pleasing.
Source:
DoubleDay Publishing Company
New York, NY

INSIDE TODAY'S HOME. Student book, 1968, $11.95. (Faulkner, Ray)
Functional planning in home construction and interior decorating is emphasized in this illustrated guide to environmental design.
Source:
Holt, Rinehart, Winston
New York, NY

DECORATING FOR RELAXED LIVING. Student book, 1972. (Conti, Evelyn)
A decorating guide designed to illustrate the most economical way to achieve a livable home that reflects your personality and good taste.
Source:
Popular Library Publishing Company
New York, NY

HISTORY OF THE HOUSE. Student book, 1971, $25.00. (Camesasca, Ettore)
A pictorial study of architecture, interior design, and household furnishings as they reflect social and artistic trends.
Source:
Putnam Publishing Company
New York, NY

BETTER HOMES AND GARDENS DECORATING BOOK. Student book, 1975, $12.95.
Offers guidance in selecting and arranging furniture and accessories as well as choosing color schemes and creating a personalized environment.
Source:
Meredith Press
Des Moines, IO

BETTER HOMES AND GARDENS DECORATING IDEAS FOR UNDER 100 DOLLARS.
Student book, $3.95.
Source:
Meredith Press
Des Moines, IO

MC'CALLS DO IT YOURSELF TRADITIONAL DECORATING. Student book, 1974, $7.95.
A lavishly illustrated book encompassing all types of home furnishings and all aspects of decorating fundamentals of color, design and style.
Source:
Random House Press
New York, NY

CONSUMER GUIDE TO USED AND SURPLUS HOME APPLIANCES AND FURNISHINGS.
Teacher's Reference, 1973, 183 pages, $3.95.
This guide has been developed for the used and surplus appliance and

furnishings consumer. The numerous sources are described, a chart of service life expectancy is included, the consumer is instructed in making simple tests regarding equipment, and specific information is included for a wide variety of appliances. For each appliance the author discusses the availability and cost, service life expectancy and general buying guidelines. A surplus appliance check list is given. There are also chapters on simple appliance repairs and maintenance, home furnishings, furniture repair, maintenance and cleaning, and budgeting for appliances and furnishings. A reference list is provided. The educator who is interested in exploring the used and surplus appliance and furnishings area will find this a very useful reference.
Source:
Houghton Mifflin Company
Boston, MA

VOCATIONAL INSTRUCTIONAL MATERIALS AVAILABLE FROM CONSUMER SOURCES

The following materials are available from consumer protective sources. The address for each source is listed. Note, prices stated herein are subject to change without notice.

RUGS AND CARPETING, FACTS YOU SHOULD KNOW. Student material, free.
Points out that it is as important to know how the fiber is used, how much of it is used, how it is built into the fabric and whether the carpeting is well made, as well as what kind of fiber goes into a rug.
Source:
Local Better Business Bureau

HOW TO BUY SHEETS AND PILLOW CASES. Student material, free.
Discusses things to look for in order to get the best quality when purchasing sheets and pillow cases.
Source:
Consumer Buying Series
1301 Avenue of the Americas
New York, NY 10036

FURNITURE CHART. Student book, 38 pages, $ .35.
Compiles 270 examples of chests, commodes, dressers, low-boys, highboys, four-posters, canopy beds, upholstered beds, side chairs, armchairs, dining tables, small tables, cupboards, wardrobes, desks, bookcases, cabinets, breadfronts, love seats, sofas and mirrors. Shows how their

designs evolved from the late 15th century to the middle 19th century, and points out design details for identifying and appreciating them. Includes a glossary.
Source:
Good Housekeeping Bulletin Service
57 Street at Eighth Avenue
New York, NY 10019

SAFE HOME APPLIANCES. Student Reference, 6 pages, pamphlet, single copy free.
General Guidelines are given for portable and major appliances both before and after purchase. The guidelines before purchase are stated as questions and are concerned with the size and shape, construction, instructions and labeling, cleanability and servicing. After purchase, the guidelines are statements, many prescriptive, and they tell about the use and care of the appliances. There are also diagrams of the UL marker and A.G.A. certification seal.
Source:
National Safety Council
425 North Michigan Avenue
Chicago, IL 60611

FACTS YOU SHOULD KNOW ABOUT MATTRESSES. Student Reference, 1970, 16 pages, pamphlet, 15¢.
In a simple, factual way this pamphlet suggests guidelines for selecting a mattress to meet an individual's needs. Size, firmness, and price restrictions vary but some emphasis is placed on the consideration of all contribution factors. Such points to check include advertising technique, the construction and materials, and the guarantee. Some tips on care to prolong a mattress' serviceability are also listed.
Source:
Better Business Bureau of Chicago
Publications Department
Consumer Division
430 North Michigan Avenue
Chicago, IL 60611

HOW TO MAKE HOMEWORK LIGHTER! Student Reference, 8 pages, pamphlet, $4.50 per 100.
The requirements for a study area are defined with the emphasis on the lighting. Some of the terms used are advanced; e.g., diffusing element, refracting lens, but the terms "boys" and "girls" are used to identify the people in the illustrations. Older students may be insulted by this. The pamphlet was written before the light bulb labeling went into effect (1971) and the teacher may want to explain that bulbs can now be purchased

according to actual light output (lumens) as well as wattage (amount of electricity). Additional materials on lighting may be available from local utility companies.
Source:
Better Light Better Sight Bureau
90 Park Avenue
New York, NY 10016

THE FACTS OF LIGHT. Student Reference, pamphlet, $7.00 per 100.
The new required light bulb labeling (on bulbs made since January 1971) is clearly explained. Analogies and comparisons help the buyer understand the various concepts and the light bulbs that are available. Additional materials on lighting may be available from local utility companies.
Source:
Better Light Better Sight Bureau
90 Park Avenue
New York, NY 10016